

TRENDS AND CHALLENGES IN THE IMPLEMENTATION OF PEDAGOGICAL INNOVATIONS IN HIGHER EDUCATION

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Abstract. This article explores the essence of innovation and the challenges of implementing innovative technologies in the teaching and learning process in higher education. It also identifies the nature of innovation and the factors that influence the diffusion of educational innovations.

Key words: innovation, innovation, diffusion, pedagogical ideas, module, modular learning.

The processes of implementing innovation in various spheres of society have their own specific characteristics and features. For example, in social cultural studies, which includes educational innovation, innovation is understood as the invention of new ideas, images, operating principles, various types of programs, the development of new forms of activity, organizational structures, and the emergence of a new style of thinking or feeling. The bearers of innovation can be scientists or innovative groups of like-minded individuals seeking to enhance their status and stand out in a given society. Among the bearers of innovation may be representatives of active social strata who have not found a worthy place for themselves in the existing professional system.

Thus, we can conclude that the effectiveness of implementing innovation is largely determined by the degree to which society is ready to accept it.

All of reality around us is intertwined with the concept of innovation, as processes of renewal and transformation are taking place in all spheres. The means of such transformation are the replacement of some elements or parts with others, or the supplementation of existing ones with new ones. Such activity in all spheres of life shares common features and patterns. First, the goals of change are defined, the innovation is developed, tested if necessary, then adopted and disseminated, and finally, it fades away, exhausted morally or physically.

In a broad societal sense, innovations act as a form of managed development. What does this mean? There are a huge number of changes that arise spontaneously, not purposefully.

These can also be unforeseen consequences of fully conscious decisions, unpredictable events, and circumstances that arise beyond human control. Clearly, these are not innovations. Therefore, we can conclude that not all development is manageable, and not all changes are planned.

Although innovations have accompanied society since its inception, as a pedagogical category they entered common usage relatively recently. This is one of the reasons why there is considerable inconsistency in their definition, although there are no significant disagreements or misunderstandings. The most significant differences in the definition of innovation are related to the use of closely related and related terms to describe them. Some educators consider innovation a narrow understanding of educational modernization, while others consider it a broad one. Many replace the term "innovation" with terms such as reform, modernization, improvement, optimization, initiative, change, etc. We will not focus on all the terminological subtleties and will consider these definitions conditionally synonymous.

Initiatives are typically consolidated through the exchange and dissemination of experience, through the formation of social movements of educators, among which groups of initiators and innovators emerge, generating new socio-pedagogical, psychological, project-based, and sociocultural ideas as relevant, productive meanings and values for the real (existing) and ideal (mentally constructed and idealized) educational space.

Thus, based on the above, innovations in higher education are significant and systemically self-organizing new formations that arise from a diversity of initiatives and innovations, becoming promising for the evolution of education and positively influencing its development, as well as the development of a broader multicultural educational space.

Since innovation is a process, it has an origin, development through specific stages, and a result. In innovation studies, this is reflected in the concept of the "innovation life cycle." The "life cycle" includes the stages of the emergence of something new, its development in a specific object, diffusion (spread to other objects), and routinization (the transformation of an innovation into a tradition).

Based on the analyzed monographic sources and our own practical experience, we can identify the following cycles of innovation development in the educational process.

1. Formation, characterized by reflection and reassessment of experience, the search for new ideas, the emergence and dissemination of a new understanding of educational values within communities (in the teaching, scientific, parental, and management communities), the creation of initial projects, and the modeling of experimental systems.

2. Active formation, which includes targeted practical modeling of existing educational projects, the adoption and support of the values of new thinking and experience, the dissemination of new cultural educational environments, and the creation of new communities focused on the joint development of education.

3. Transformative, containing normative support for innovative forms of activity, their widespread dissemination and use in one form or another in educational institutions, systemic changes in the educational space, the manifestation of the readiness of teachers and administrators to participate in the implementation of innovations and, as a result, the beginning of a new cycle of understanding and re-evaluation of the experience that has arisen (including negative) in the implementation of innovations. [2]

These processes shape the innovative potential of educational systems: their capacity for self-development, the diversity of cultural and educational environments and conditions for personal development, and diverse and well-developed communication links.

Scientists believe that the innovation process is a map of the entire field of innovation evolution and implementation. These boundaries, too, cannot be precisely defined, but are determined for each specific innovation individually.

A very important task facing researchers is the systematization (grouping) of innovations according to various criteria. Such organization should not only concretize the structure of the object being studied by innovation studies but also identify problematic relationships within it in the relationships between different types of innovations and define a new subject of study. The problematic nature of such relationships is the main result of this systematization. [5]

In the general methodology of innovation, three most common bases for systematization are identified:

- by innovation type;
- by implementation mechanism;
- by the characteristics of the innovation process.

It is quite difficult to discuss different types of innovation in education. The spheres of education are so closely interconnected that innovation in one sphere determines innovation in any other sphere.

Education is a very complex and integrated activity, consisting of a number of components that are dialectically interconnected, conditioned, and dependent on each other.

Therefore, it is very difficult to introduce innovations only into certain components of education, since the question of the cumulative effect of the innovation inevitably arises.

Classifying innovations is even more difficult given the complexity, comprehensiveness, and dynamism of the teaching and learning process. The factors that influence the spread of educational innovations are divided into broad social conditions, specific social conditions, and personal factors:

- prevailing societal attitudes toward pedagogical ideas, as well as state policy in higher education in general and with respect to specific innovations in particular;
- the activities of specific state and public institutions—the media, educational institutions, higher education bodies, and independent pedagogical associations;
- the personal characteristics of the creators and promoters of pedagogical innovations, including their credibility in the eyes of creative teachers, mainstream teachers, and education system officials.

The dissemination of pedagogical ideas and innovations consists of three relatively independent streams: spontaneous, targeted state, and targeted public.

What constitutes a targeted state stream is almost obvious. It represents the deliberate efforts and actions of education system bodies to implement pedagogical innovations. The targeted public innovation stream is the result of the activity of public organizations: pedagogical societies, associations, unions, clubs, youth groups, and other groups. Along with the targeted dissemination of ideas, there is also a spontaneous, spontaneous stream that occurs through personal interactions between teachers.

The dissemination of pedagogical innovations has various variants, representing the effect of innovation diffusion. The characteristics of these effects can be expressed using figurative concepts: radiation, budding, personal transfer, and detachment.

Radiation is the mass, intensive dissemination of pedagogical ideas, primarily through propaganda (the activities of the "Eureka" creative pedagogy clubs).

Budding is the separation (spontaneous or deliberate) of groups of people from groups that have mastered an innovation, which becomes the basis for new, subsidiary, innovative associations.

Personal transfer is the departure of one member of an innovative group to join a new group. [1]

What is the driving force behind innovation in educational systems?

The following contradictions are identified that can serve as the basis for the development of innovative educational processes:

- between the needs of an educational institution and its capabilities;
- between the need for progressive development and the actual regression of an educational institution (the classic example is "something is deteriorating in the educational institution, it has become uninteresting, less comfortable, its performance has declined – something needs to be done"). Formally speaking, there is no contradiction between practice and science here, since general scientific approaches to solving such problems exist; moreover, there may be successful examples of transforming dynamics in similar situations;
- between the nature of development of a lower- and higher-order system (for example, an educational institution "does not fit into the system of relations and positions in a district, city, or region");
- between legislative requirements and actual practice;
- between the aspirations of educational institution leaders for recognition and actual results;
- between the demands of specific activity conditions and the capabilities of a given level of development;
- between the needs of specific groups of people in an educational institution and the capabilities of the educational process. [3]

The most general of these contradictions is the first – between progress and regression in development.

Analysis of this contradiction allows us to formulate an understanding of the essence of innovative and experimental processes in the modern educational system.

The use of modular learning technology in the training of foreign language teachers, in contrast to traditional methods, changes the role of the teacher as an element of the pedagogical system. At the same time, granting students a certain degree of independence in choosing the goals, content, forms, methods, and means of learning does not diminish their responsibility for the process and outcome of learning.

Modular learning, due to its distinctive features, reveals its high technological effectiveness, which helps solve many problems in teaching disciplines. The modular structure of the module covers all the main stages of learning, making it easily implemented, understandable, and accessible for both the teacher and students. Thus, we can conclude that innovation research processes are highly relevant for modern education. The form and speed of

innovation dissemination depend on the strength of communication channels and the specific ways in which information is perceived by the actors involved in the innovation process.

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