THE CONCEPT OF PEDAGOGICAL INNOVATION IN MODERN EDUCATION

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Abstract. Aim of this paper is to study the bases of the pedagogic concepts in modern educational process. This research facilitates an in-depth investigation of the concept of pedagogical innovation in order to complement knowledge on pedagogical training and practice. According to our study of the pedagogical concept suggests: a reflection of the general technique – the legal aspects, the sources and limits of applicability of construction, system construction of the conceptual-categorical apparatus, revealing the laws and principles of the existence of the phenomenon under study, the definition of the complex of pedagogical conditions for its effective functioning, characteristic verification activities. The pedagogical concept has a huge potential for development, which is determined by the internal problems that remain unresolved, but are extremely important for pedagogical theory and practice, and depends on more information about the features of the phenomenon, and also on the dissemination of the practical applications of the developed concepts.

Keywords: conceptual-categorical apparatus, laws and principles, modern educational, modern pedagogical science, pedagogic concept, pedagogical conditions, pedagogical theory and practice.

The modern education should be an empowering process that allows and guides students to develop their passions, critical thinking, compassion, and orientation towards wisdom for timely action. The education in any society objectively does have a goal and basically have to answer to the question: what is the conception of the education right now. As Rabindranath Tagore wrote, “the education provides a sense of one’s identity as a total man and to bring education in harmony with life, it is self-realization”. (Ahlam and Deepika, 2014)

Education changes the perceptions of society, enhances scientific knowledge and creates new perspectives on research, its foundation, goals and opportunities (Goodyear, 2002).

Activation of educational research, due to the increasing of the competitiveness of the educational process is necessary for science-based improvements of efficiency actualized the problem of adequate representation of the scientific research results that are very important for pedagogical theory and practice. The goal of the pedagogical concept – is a given reference point to which all of its content is directed to ensure the effectiveness of the studied process or phenomenon. While setting goals in education we should to take into account: first, the social order, and secondly, theoretical concepts, and thirdly, the tradition of training and education, and, fourthly, international experience (Goodyear, 2002).

At the same time students must be aware of their national cultural heritage, grasp its significance for them, and persuaded them to learn cultures from other countries. Thus, based on the functionality and substantive content of the pedagogical concept, its purpose, in our view, should act as theoretical, methodical and technological support depending on aspects of the educational process (Storks, Aleksandrov and Mavlyutov, 1983)

At the same time, being fruitful idea of systematization of knowledge about a certain side of the pedagogical process, general theory of the pedagogic concept to date remains poorly developed in terms of content. In particular, a common understanding of pedagogical concepts are not revealed its structural components, their purpose and semantic content, do not elaborated the technology of construction of the concept, the indexes of its novelty are not defined, relevance and effectiveness, not investigated the possibility of experimental verification, etc. Generally speaking of purpose of many studies, pedagogical concepts still differs by the compositional heterogeneity and content that often do not allow only discuss the question of completeness and fair presentation of the theory, but also the possibility of its practical use in modern educational process.
Innovation is primarily associated with pure science or technology and the term is often generalized to mean technological progress. Nevertheless, pedagogical innovation assumes many other forms. In this context it is difficult to establish a definition of pedagogical innovation. The term ‘innovation’ is similar, in its literal meaning, to that of adjustment, improvement, development, study/pilot project, experiment, or even modernization, reform or renewal. Pedagogical innovation can also be called scholastic innovation, in education or in training. Pedagogical innovation calls for one-off, measured and sustainable positive change. Pedagogical innovation in a university context is characterized by an intentional action that aims to improve university students’ learning in a sustainable manner. The technological, financial and social changes of today’s university require greater performance from the teacher, which is assessed by their peers’ and students’ qualitative criteria.

Pedagogy is a relatively independent scientific discipline that combines fundamental and applied (scientific-theoretical and technical-constructive) function. During the whole period of development, the pedagogy has been closely associated with many of the sciences. Pedagogy, with all its sectors and problems carries out fundamental research and pedagogical reality and builds the system of pedagogical activity. Such studies aim to reveal the essence of pedagogical phenomena, to find deep, hidden foundation of pedagogical reality, to give it a scientific explanation. As a result, theory of educational content, methods and theory of organizational forms are created. However, these theories can stay ahead of the practice and the influence it only in the event that in the course of educational research are used and integrated in the form of indirect knowledge of the other sciences. This science does not "command" over the pedagogy, and come to its rescue. In this sense, teaching, being in some respects an autonomous, independent discipline and at the same time depends on the sciences, to those it is connected by the logic research, as well as the general state of scientific knowledge. A functional approach to the analysis of the modern university lecturer reveals the following features: Gnostic, design, structural, organizational, communication, control, and training, educational, developmental, and others. Designing various learning activities of students, its efficient organization as one of the main objectives of university teachers. Education of the student's personality through learning a particular subject is one of the main objectives of the teacher. Create one’s own creative laboratory, developing educational complex and didactic material, the use of the audio training, video and other technical means. It is necessary to highlight the didactics, pedagogical discipline, which studies education at the theoretical level. Education – one of the pedagogical disciplines, a branch of pedagogical science. Knowledge of didactics necessary for each teacher, because any major practical problem cannot be successfully solved without relying on science of theoretical knowledge. These days it becomes increasingly difficult to determine the possible effect of various forms, methods and means of education "by eye". Didactics, among other things, developing ways to predictions, forecasting the effects of introducing a school of new methods, new training materials. And teachers need scientific substantiation of its work and its understanding from the standpoint of science. The philosophy is a basic of pedagogy. Philosophical ideas stipulated the creation of pedagogical concepts and theories, and they serve as the methodological basis. From point of the philosophical views that are hold by the researchers of pedagogy depends on the direction of pedagogical research, the definition of matter, task and technological characteristics of the educational process. Methodological function of philosophy in relation to any science, including pedagogy, manifested in the fact that it is developing a system of common principles and methods of scientific knowledge. The process of obtaining pedagogical knowledge is subject to the general laws of scientific knowledge studied by philosophy.

The goals of education achieving in universities involves the following major tasks:
– Formation of citizenship, patriotism and national identity on the basis of state ideology;
– Preparation for independent life and work;
– The formation of moral, aesthetic and ecological culture;
– Mastery of the skills and values of a healthy lifestyle;
– Promoting a culture of family relations;
– Creating conditions for socialization, self-development and self-realization.

The content of education is based on universal, humanistic values, cultural and spiritual traditions of the Uzbek people, the state ideology, reflect the interests of the individual, society and state.

The main components of education are:
– Ideological education;
– Civil and patriotic education;
– Moral education, the formation of ethical, aesthetic culture;
– Developing a culture of self-knowledge and self-identity, psychological culture;
– Fostering a culture of healthy lifestyles;
– Gender education;
– Family education;
– Employment and professional training;
– Environmental education;
– Raising safety culture;
– Developing a culture of life and leisure.

This concept defines features of the process of education students enrolled in institutions providing vocational and secondary special education, enrolled in institutions providing higher education, taking into account peculiarities of personality development and leadership activities.

Pedagogical concept is a result of scientific research to ensure of the effective handling of the pedagogical phenomenon in today's education. The general functionality of the pedagogical concepts for the theory of pedagogy is following:
– classifies individual knowledge into a single logical system;
– explains the essential characteristics, communication patterns of occurrence and development of the phenomenon under investigation;
– presents a study methodology;
– predicts the prospects of its development and open features related factors of objective reality;
– provides a practical device for operating effectively with the investigated phenomenon.

Presentation of the pedagogical concept in accordance with the proposed structure, in our opinion:
– gives it the appearance of a complete theory;
– provides comprehensive copyright conclusions;
– brings the necessary quality of logical coherence, consistency, clarity, completeness;
– clearly define the scope of its effective application. Insufficient attention to any of the selected components reduces the quality of the pedagogical concept and makes it difficult to further development and use.

Technological approach to the formulation and effective implementation of the objectives requires its decomposition, that is, through the presentation of sub-goals. In this case, the procedure, according to some scholars (Akinfiev, 1998; Akopova, 2003; Kodzhaspirova, 2007), shall take into account the requirements of a) to allocate sub-objectives; b) the content of the overall goal should be deployed in a hierarchical structure of sub-goals; c) decompose each target top-level need at least two goals of the lower level; d) objectives of the lower level content should be specific objectives upper level; e) each goal level should be independent from each other and are comparable in size and value.

Pedagogical concept is a structured set of ideas, knowledge, ideas, describing and justifying the professional ideas.

The concept is forward-looking, indicating prospects, unresolved issues and problems.
Depending on the level of generalization, the concept can have the following types:
– The concept of training or education;
– The concept of educational activities;
– The concept of educational content;

The working hypothesis that suggests the existence of a current pedagogical innovation conception allows us to generalize a shared repertoire through the following cycle:
Novelty → Application → Techno vs pedagogy → Human relations → Reflection → Improvement → Changing → Adapting.

The structure of the concept:
– The aim and objectives; task – steps to the goal; purpose and objectives must be consistent with the socio-cultural environment;
– How these goals can be achieved, theoretical bases, the fundamental principles associated with current trends;
– Objectivity and content of the program;
– The learning forms: new threads modular lesson, case study, integrated lesson
– Forms of activity of students in lectures:
  – group activity;
  – individual activity;
  – methods and techniques represented in the system, related to the problem;
  – The intended and actual results. Implementation of activities associated with the values and goals; to show that creativity result flows;
  – Forecasts, prospects; which personal, scientific and methodological resources are needed to achieve the goal. Perform unresolved issues, seeking ways to solve these problems.
  – Not necessarily maintain this structure strictly, rather to have possible different logical blocks, but the sequence is important and one question logically follows from the other;
  – The concept may overlap with an article in the scientific-journals, or with an essay.

Further decomposition of the goals of the pedagogical concept concerns the notation of the specific results of its operation in the preferred direction, i.e., received the necessary qualities and properties of the investigated aspects of the educational process in the course of its implementation.

According to our study of the pedagogical concept suggests: a reflection of the general technique – the legal aspects, the sources and limits of applicability of construction, system construction of the conceptual-categorical apparatus, revealing the laws and principles of the existence of the phenomenon under study, the definition of the complex of pedagogical conditions for its effective functioning, characteristic verification activities. Rationale for the inclusion of each section of the structure of the concept of substantial characteristic accompanied by taking into account the effective opportunities offered by modern pedagogical science (Malenkova, 1999, pp. 38-59; Rozhkov and Bayborodova, 2004, pp. 36-53; Slastenin, Isaev and Shiyanov, 2012, pp. 282-299).

Thus, the pedagogical concept has a huge potential for development, which is determined by the internal problems that remain unresolved, but are extremely important for pedagogical theory and practice, and depends on more information about the features of the phenomenon (new laws, policies, conditions for effective functioning, the construction of more adequate methods of estimating efficiency, etc.), and also on the dissemination of the practical applications of the developed concepts.

References

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