

THE ROLE OF INFORMATION OF TEACHERS IN THE EDUCATIONAL PROCESS

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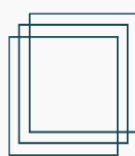
Abstract

According to researchers, the term "innovation" was introduced into the scientific vocabulary in the 19th century, implying the migration of components between cultural spaces. Currently, literary sources contain many interpretations of this term, which generally point to innovation as the development of new knowledge, objects, technologies. As an innovation, it is proposed to consider complex changes in the unit of an economic, social or technical and technological device, which is replenished with constants that were not previously present in the phenomenon.

Keywords: information technology, innovations, education, efficiency.

The course chosen by Russia for the strategic modernization of the education system has introduced a number of innovative competencies in the sector of priorities into the basis of a single general educational process. So, as a key result, to which the teacher brings the student in the learning process, is not strictly ordered knowledge, skills and abilities, but a set of leading competencies agreed at the state level in the sector of intellectual capabilities, social and political life, communication in society, obtaining information.

Modern life offers innovations so actively that specialists in many specialties are faced with the need to study, analyze and implement these innovations. The nature of innovation is determined by the development of scientific thought and the creative search of teachers, synthesizing the experience of both a particular teacher and the school staff. However, the introduction of innovative achievements should not occur chaotically, but should be subjected to active and targeted management influence. The use of technologies and modern devices, solutions and methods in teaching and educational activities makes the teacher a specialist of a wide profile, who gives consultations and advice, educates and instructs. These innovations require teachers not only to have special training in the sector of psychological and pedagogical competencies, but also to expand the arsenal of professional knowledge in the subject, as well as in the psychological and pedagogical industry, educational and educational technologies. Consequently, the teacher acquires a willingness to study, understand and introduce innovations in pedagogical activity.



The term "innovation" indicates a novelty that has not been used until recently, while the process of innovation activity implies the development of new competencies. For the sector of pedagogy, innovation is understood as the addition of novelties to the educational process, its goals, content, methods and forms, the formation of a partnership between the teacher and students. After the first use in the XIX century. the term began to be used more and more widely, reflecting the transition of new components between cultures. The progress of science and technology led to the formation at the beginning of the 20th century. a separate sphere of knowledge: innovation , which reflected the details of innovations, their patterns, typical of the introduction of innovative technology in the production of inventory items. After some time, innovations in the sector of the pedagogical process began to be studied in the world since the 1950s, then these studies penetrated into Russia in the late 1990s.

However, the issue of innovation in Russian education was also raised earlier, in the 1980s. XX century, when the first innovations came to pedagogy, requiring the support of a conceptual apparatus and requiring close study by theoreticians. The concepts of "innovations in education" and "pedagogical innovations" were used as synonymous, and also received scientific justification and were transferred to the sector of scientific categories of pedagogical science.

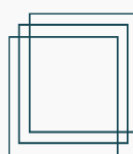
The term "pedagogical innovation" refers to the introduction of a novelty into the work of a teacher, which changes the content and technological aspects of the educational and upbringing processes, aiming the teacher to obtain the maximum effect.

The need to introduce innovations into the activities of teachers is due to a number of factors:

The transformation of the socio-economic structure requires a radical modernization of the system of education and upbringing, organizational and methodological principles in all parts of the school. The focus of teachers on innovation implies the creation, adaptation and application of new products to professional pedagogical activity, as a result of which the perspective of modern pedagogy is being significantly modernized.

The formation of an enhanced humanized component in education, the constant transformation of the volumetric and qualitative characteristics of the educational material, the inclusion of previously untaught disciplines in the school course, force teachers to look for innovative solutions in the sector of organization, technology and lesson methods. Consequently, the importance of the professional knowledge of the teacher and his qualifications are growing.

A change in the position of teachers to study, comprehend and implement pedagogical innovations, since the Russian school still has strong traditions of strict regulation of the material presented within the lesson, as well as in the application of



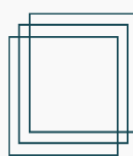
innovative solutions and methods of conducting the teaching and educational process. Thus, school pedagogy is moving away from the practice of using exclusively novelties that have arrived on the recommendation of the ministry, and teachers are given the right to apply relevant innovations, adopting best practices or inventing their own. Therefore, it is especially important for the school administration at present not only to motivate teachers to innovate with favorable conditions, but also to analyze effective solutions.

The participation of the general education school in the process of market competition, the formation of a non-state sector in the field of school education makes it necessary to consider innovations as a tool for strengthening positions in an environment of growing competition.

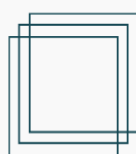
So, in pedagogy, the innovation process means the creation, development and adaptation of new methods of work in terms of the content-organizational aspects of school education. As a general pedagogical concept, the term "innovative process" refers to systematically implemented activities aimed at generating, studying, adapting and using new things in the classroom at school.

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