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THE IMPORTANCE OF INNOVATIVE TECHNOLOGIES IN INCREASING THE EFFICIENCY OF MOTHER TONGUE LESSONS IN PRIMARY SCHOOLS

Abstract: Innovation - a change in the internal structure of the system, an important part of practice and theory. Includes the content side of the innovation process (implementation of scientific ideas and their technologies). Pedagogical innovation is a means of enriching and developing the theory and practice of education and upbringing by making changes in pedagogical activity that were previously unknown in the educational process.

Key words: Innovation, internal structure, pedagogical innovation, theory and practice of education, pedagogical activity, educational process.

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Introduction

The basic concepts of innovation are novelty: idea, novelty for a particular person, tool (new method). Innovation: - Update, change; - Add an innovation; - The process of mastering the novelty. Innovation is the study of the study and promotion of the laws of innovation. The innovation process is the introduction of conditions and the conditions that ensure the successful transition of the system to new indicators. It is the process of preparing for innovation and putting it into practice. Innovative activity is an activity aimed at solving complex problems arising from the mismatch of traditional norms with new social requirements or the collision of newly formed norms of practice with existing norms (V.I. Slobotnikov).

II.Literature review

The most important and central issue of a teacher's innovative activity is the quality and effective organization of the educational process. This activity can be not only personal, but also individual, group, community, and institutional. Introduction of innovation:

- Mechanism of use of innovation (implementation of innovation and its process);

- Purposeful change is the introduction of innovations in a particular social unit (institution, community, group), which leads to its new stable development (A.I. Prigogin).

"Through the dissemination and use of innovation, the needs of the people are met by new means." These innovations will lead to some qualitative changes. This, in turn, ensures the quality and efficiency of pedagogical work, stable operation, meeting the requirements of life (V.A. Slastenin, P.S. Podynova).

- It is a dynamic system that allows the stage and structure of the innovation process to work in a mode of renewal and development in interaction with the environment.

III.Analysis

The goal of innovation is to get the highest and highest quality results from the money and effort expended. Innovation is a mechanism for controlled and controlled change.

Innovative environment is a creative, sincere, friendly atmosphere in the pedagogical community, in

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the educational institution in general, in which the teacher feels free, the team has a high level of inner aspiration, material and spiritual interest. In this environment, the teacher is ready to think and work creatively.

Innovation - if the form, content and scope of the reform activity are short-lived and do not have the character of an integrated system, it is tasked to change only certain elements of a particular existing system. Otherwise we are communicating with innovation. An innovator is a person who is ready to accept and implement innovation. Constantly seeks, learns and applies innovations in his personal pedagogical practice. Innovators are well aware of the news and communicate with them. Acts in the form of risk in order to improve performance. Designs innovations for the development and progress of the learning process, seeks and selects when necessary. Change is the replacement of one existing thing with another (change and variation), in a different way than before (changed for the better, i.e. in a new way).

Reform is a large-scale, comprehensive system. As a result, the system takes on a new look. Novelty is the final evaluation criterion of scientific research. The value and nature of innovation is evolving in a clear logical sequence, which can be completely updated or relatively updated.

Signs of innovation:

a) Focus on solving current problems (the content of pedagogical innovation focuses on the implementation of new solutions to problems).

b) It will be widely used in pedagogical practice. Changes in the process of pedagogical innovation lead to renewal. As a result, new (stable) quality results are obtained. The impact of innovation on various objects of the system leads to new efficiency.

c) Adaptability (regardless of the circumstances).

d) Completion (innovation reaches full potential).

Specificity of innovation (V.A. Slavenin, L.S. Podymova, A.I. Prigogin, etc.):

- Pedagogical innovation retains all the features of innovation;

- Influence of object activity on object;

- Affects personal development of the person;

- The existence of innovation and its origin;

- Affects the social order;

- The pedagogical community must be psychologically prepared to accept and implement innovations;

- Innovators' innovations should be considered as their highest products;

- There is a long process of implementation of innovative processes;

- The goals of innovation are valuable;

- Innovative processes are interrelated with socio-pedagogical conditions.

It is also very difficult to determine the end result of innovations.

IV. Discussion

How a child is born does not depend on anyone but his parents, but the sufficient development of each person to reach the level of a well-rounded person, to find a job and a place in life, whether he spends his life worthy of the standards of life depends first and foremost on school. Every child should be loved, respected and created the necessary conditions for his development. If nature teaching did not require pedagogical adaptation, humanistic pedagogy required that the issue be placed at the center of the relationship and that all conditions be created for the child to develop normally. Humanistic pedagogy is often referred to as innovative, but its innovation is only relevant to certain education systems. For modern Western education systems, the humanities are already on the rise. Education is slowly becoming a new relationship. Humanistic pedagogy, in the full sense of the word, called innovative pedagogy, does not require "injection" from the outside, but is achieved through the internal reorganization of the system of educational outcomes. Humanism is the only concept of the most valuable spiritual wealth in the world. The basic principle of this concept is to protect the dignity of the individual, to create the necessary conditions for his freedom, happiness, development and expression of his abilities, the recognition of his rights. Humanism is a set of ideas and values that affirm that human life is unique and of particular importance to the individual. As a valuable system of guidance and instruction, humanism takes on the meaning of a social idea. Humanistic pedagogical education is a scientific-theoretical system that plays a role in the development of an active educator with equal rights, who develops the participant in the educational process to the best of his ability.

In our country, where human dignity is paramount, the main goal of education from a humanitarian point of view is that each foster child becomes an independent free person, a full-fledged subject of the activity of mastering relationships. The humane level of the educational process is determined and evaluated by the fact that the individual's ability to express himself, to reveal all his natural potential, and his ability to be free create the conditions for the disclosure of creative responsibility. Humanities pedagogy is person-centered. Its hallmarks are the focus on technical physical and intellectual development instead of acquiring information and developing a certain range of skills and abilities, focusing on the formation of a free independent thinking and moving personality by choosing a decision based on any life and learning situation To provide the necessary organizational conditions for the successful reorientation of the educational

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process, the humanization of the educational process from authoritarian pedagogy to the pedagogical pressure on the student and the pedagogue. The establishment of a real human relationship between should be understood as a transition to a person-centered pedagogy that focuses on student activity and personal brilliance. The humanization of this process means the creation of conditions in which the student can not be below the level of lack of knowledge, indifferent to educational work or become an observer in the passage of time”.

Here are some examples of the development of specific forms and methods of innovative activities of the practice of the School of Humanities:

1. Differentiation of educational activities;
2. Coordination of educational processes according to the characteristics of each person;
3. To create the necessary conditions for the development of each pupil and interest;
4. Organization of classes and the like;
5. Convenience of educational activities;
6. Psychological security to protect students;
7. Convince the student of his strengths and abilities;

8. Accept the student as he is;
9. Ensuring educational success;
10. Changing the direction of the school;
11. Substantiation of the level of development of each student;
12. Suspension, loss of distance learning due to the fact that the extronate "has no spiritual connection with the student";
13. Redirection of the student's personal internal instructions;
14. Strengthening humanities education. It is very difficult to statistically assess humane pedagogy.

V. Conclusion

However, it has been found that sympathy and unconditional approval for self-training are linked to student development and that discipline is poorly adapted to problems such as a negative attitude towards school. Addressing the problems of innovation and incorporating them into important areas of modern scientific thinking has been the result of an understanding of the growing dynamics of innovation processes in society.

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