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ESSENZ UND DYNAMIK DES INNOVATIVEN PROZESSES

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ESSENCE AND DYNAMICS OF THE INNOVATIVE PROCESS

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Abstract: A unique innovative "explosion" that has given a strong impetus to the development of technical, economic and social activities in the advanced countries of the world empirically analyzed the theoretical foundations of the study of innovations in education and innovation processes in terms of logic and innovation mechanisms.

Keywords: Innovation, education, culture, pedagogy, system, need, new idea, civilization, innovator, linguistics, ethnography, jurisprudence new method, methodology, technology.

Introduction: Knowledge is the most important intellectual resource in the world, education is valued as a source of national prosperity, the right to education is equal for all, because it allows to effectively contribute to the development of creative abilities, deepening economic, social and cultural participation in society. is happening. Therefore, the balance of educational innovations and innovative education, forecasting the quality of education, ensuring the balance of science, education and production in future education is becoming increasingly important.

A number of research institutes and centers around the world are conducting research on the integration of education, the organization of a system of continuing education, the implementation of lifelong learning programs, education planning. In this research, the world needs an innovative approach to its development, so it is important to improve the mechanisms for the use of innovative education.

Main part: In the third millennium, human development has reached such a limit of its development that it requires the creation of knowledge that meets the requirements of the time and the formation of attitudes to values. The world today is complex, rapidly changing, unpredictable, and full of dangers. Such a world cannot be approached by conventional measurements. The development of civilization has accelerated to such an extent that man himself is unable to take his place without realizing global problems. The education system is not adapting to the changes in the world and does not meet the requirements. Adaptation of the education system to the requirements of the time has eliminated the global problem, and understanding that the education system of the state, society and citizens is a system that consumes its share of the national product. In today's developed countries, education is, on the one hand, the main productive force of society, and on the other - the source of shaping the worldview, a high indicator of the level of civilization of society. Because the power of the country is determined primarily by the education system. Depending on the education system, it is possible to form an

idea of the society itself, its level of enlightenment and its future. So, what changes are taking place in the education system,

The peculiar innovative "explosion" that gave a strong impetus to the development of technical, economic and social activities in the advanced countries of the world has led to increased attention to the theoretical foundations of the study of innovations in education and empirical analysis of innovation processes in terms of logic and innovation mechanisms.

The analysis of works devoted to the problems of innovation makes it possible to distinguish between core (perhaps gender-specific) concepts such as 'novelty' and 'innovation'. Some researchers note that the term "innovation" was first coined to refer to "spoken language" in the 13th century.

which came in the twentieth century and meant "to invent something out of date." [1; - p.15.2018.]. Later, in the nineteenth century, he entered the field of scientific knowledge and began to play various roles in various fields of scientific knowledge. For example, in linguistics, the term refers to the changes that occur in grammatical forms when they are transferred from one cultural dialogue to another. The new qualities that emerge as a result of its change, the structural relations that are interpreted as "a natural mechanism for the development of cultural structures," are called cultural language innovations. [2;- p.83.2014.]. In ethnography, too, the transition from one culture to another is described as a cultural innovation. In jurisprudence, innovation is understood as the replacement of an existing obligation with another obligation. In natural science, this term has been used to describe the changes that occur during the growth process.

As we can see, the concept of "innovation" at this stage of the maturation process began to show general and specific aspects in its interpretation. Here we are talking about the emergence of a certain new quality that was not previously specific to the object of innovation. This happens either through the transfer of a previously known thing or event to a new socio-cultural ground, or through the development of a previously unrealized opportunity, or through the gradual development of the innovation object, but in all cases the object is characterized by its new quality. In our opinion, this can serve as one of the criteria determining the content and essence of innovation.

According to Yu.A.Karpova, innovation is "the result of creative activity aimed at the development, creation and distribution of new types of products and technologies, the introduction of new organizational forms" [3;-p.80.2004.] progress that leads to significant changes in the life activities of man, society, and nature is the result "[4;-p.21.2018.]. In this case, the author explains the differences in the interpretation of the concept of innovation not by the complexity of the content of this concept, but by the features of the origin of words in German. The point is that the concept itself, in the process of being applied in certain historical and socio-cultural contexts, acquires a new content that conforms to the same contexts and has a completely different meaning. Therefore, in deriving the essence of a concept, it is necessary to take into account its place in the relevant cultural and social reality. Otherwise, the separation of the term from the concept is inevitable, which leads to an increase in the essence.

For example, in the process of determining the relationship between the concepts of 'innovation' and 'innovation', the following order of things and events is established. "Innovation is a tool, a new method, technique, technology, program, etc., while innovation is the process of mastering this tool" [5;-p.9.1994.]. From the interpretation of innovation as a tool, we look at the interpretation of innovation as a process. As noted above, when this concept was used in the last century to describe the changes associated with growth, including in biology, growth is a process in itself. Of course, this is not a sufficient condition to determine a particular aspect of a phenomenon as a criterion.

However, if we look at the further development of the concept of innovation, we can observe that it applies to almost all spheres of human and social life, where innovation, in our view, manifests itself as a complete process. In addition, some authors who study the phenomenon of innovation in education believe that "... the concept of variability in education implies change" [6;-p.16.1991.] and approach innovation as an integral part of daily activities, i.e. a continuous process. Indeed, "all this is aimed at radically improving the quality and level of education and upbringing in accordance with modern requirements" [7;-p.354.2019.].

Here it is necessary to note another very important criterion of the phenomenon of innovation. The point is that, unlike a spontaneous, natural process, innovation is characterized by "... changes that can be made and managed, changes that occur under rational influence" [8;-p.81.1995.]. In other words, it is an artificially organized, focused and managed process to achieve a specific result.

As we can see, this approach demonstrates the feasibility and necessity of innovation management. In this context, not all researchers agree that we believe that innovation is a controlled process capable of eliminating the disorder of the element. For example, the well-known sociologist IV Bestujev-Lada describes innovation as "a spontaneous, chaotic process by nature, because it is based on the desire to achieve the inherent achievements of the human race and man's ability to create something qualitatively new" [9;-p.№9.85.1991.]. In our view, we are talking here about the creative nature of innovation, in which the important properties of creativity are fully transferred to innovation, which is difficult to say for sure. Indeed, creation is a changing process in many ways, it takes place in the psyche of the individual. VN Drujinin, on the other hand, writes, "It is not an activity, but a spontaneous manifestation of human nature" [10;-p.46.1996.]. It is difficult to disagree with the opinion of another researcher that "the most important thing in creative activity is not limited material results, but the manifestation and improvement of creativity, the ability to create culture" [11;-p.6.207.], but we must admit that we are talking about the nature of another phenomenon. Because, in our opinion, first of all, the need to "achieve" does not always coincide with the purely human need to create, to get to the bottom of the truth and to search for self-realization. Second, although creativity as a need and the corresponding skills are considered a necessary factor of innovative activity, the realization of the creative potential of a particular person or group of people of innovation and does not fully reflect its specific nature as a form of organization. Third, innovation shifts the focus from the individual's need for self-transformation to a "material" outcome on the surface that manifests itself as a change in systemic quality. The existence of such a goal is also confirmed by the efforts of the author of the above opinion: he tries to determine the optimal forms, methods and means of organizing an innovative environment in order not to "leave the work alone." Consequently, creativity is a necessary but insufficient condition of innovation. So, innovation is one of the forms of practical manifestation of creativity, a way to organize creative activity and achieve its result as a novelty.

I think this aspect of innovation also requires analysis, especially what is innovation itself? What are the criteria for this important event that determines the content and essence of innovation? If we follow the view of the 'materialized' outcome of the creative process, 'innovation' emerges as a creative solution. In turn, the creative solution is also a multifaceted phenomenon, because "... it changes existing methods, sometimes traditions, basic principles, and even people's worldviews" [12;-p.120.2006.]. If we connect "novelty" with discovery, a different, but equally diverse logic of reasoning emerges, because "... scientific discovery is both the creation of a conceptual system (theory, principle) and the definition of a law, the identification of a new phenomenon,

a new tool, is also the invention of the apparatus "[13;-p.226.2011.]. That is, it is possible to create an overview, but it is not possible to achieve a level of clarity and clarity. Dictionaries describe "novelty" as something that was first created or accomplished, that recently appeared or emerged instead of the old, that was newly discovered, that belongs to the recent past or present, that is not sufficiently familiar [14;-p.381.2008.]. If we follow such descriptions, the Ministries of Education it is difficult to separate any instruction on the introduction of a particular course from the mastery of a particular pedagogical system or educational technology as an innovation. For the environment of the higher education system, all this can be a novelty in practice and theoretically subject to the same algorithm. In this regard, we refer to E.M. Rogers's "Innovation is an idea that is new to a particular individual. It does not matter whether the idea is objectively new or not, we will determine it in the past since the idea was invented or first used." [15;-p.35.2001.] we can conclude that it is inevitable that he will discover certain ideas for himself and apply them in life. In this sense, however, it is difficult to agree with such a broad interpretation of the concept of 'novelty'.

Innovation in innovation is the essence defined by the requirements of the time and conditions (development needs), around which the content of innovation is formed, which differs completely from the concepts previously used in this system in terms of the degree of impact on the system. Innovation is a process that embodies a specific system of elements, relationships, and actions that ensure the expected outcome is achieved. Because innovation is a clear and definite form of development, innovation management (or innovation management) provides development management.

Thus, innovation becomes one of the most important social mechanisms of development, and in this context, the analysis of the organization of the functioning of this mechanism is noteworthy. At the same time, most of the attempts to define the sequence of actions to transform ideas into observable changes in practice are based on scientific and technical mechanisms.

or lies in the field of management (sales within market relations) mechanisms.

The sociological literature is based on the systematic order of innovations from the "Innovation Glossary" created by scientists of the International Institute of Systems Research. It is described as follows:

- perception of the problem or opportunity;
- The first concept of the original idea;
- study and development;
- production and first entry into the market;
- income-generating improvements and changes. [16;-p.124.2002.]

More general aspects of the organization of the innovation process were substantiated by AI Prigogin. He suggests dividing the innovation process into three main stages. These are:

- identify changes based on the analysis of information received from the external environment;
- Recognize the need for change based on the recognition that the old way, old values and ideals are not effective;
- overcoming resistance on the basis of assessing the costs and benefits of change, understanding the need to change patterns, habits, social inertia [17;-p.148.2009.].

It is obvious that we are not talking only about the technological process of ensuring the content of the chain of "new idea - innovation - innovation" to unite its stages into a single action that occurs consistently. The movement shifts to the socio-psychological characteristics of the state of the professional unit in which the materially innovative change is to take place in the environment of the professional unit. This is an important

element of innovative preparation, but it is related to the technological support of the content of the process.

Yu.A. Karpova refers to the purely technical or management of the organization of the innovation process to the developments available in the literature offers its own approach to solving this problem by looking critically at it from the perspective of philosophical analysis that bypasses one-sidedness of its models.

In our view, the remarkable aspect of this approach is that it ensures its integrity as a multifunctional phenomenon that encompasses the areas in which innovation operates. "Polycentrism of innovative activity covers all its elements in the field of intellectual management, information introduction and cultural research. It implies not only the assimilation of scientific achievements, but also the restoration of cultural traditions. "[18;-p.27.1995.] In the proposed model of innovation, this symbol can become a symbol that creates a system and ensures the quality of integrity. At the same time, the gradual sequence of different stages of the process allows the emergence of three main blocks of the innovation life cycle - the acquisition - distribution (diffusion), and, if necessary, separate them into subsystems. Each of them has a separate subject and intermediate result of the organization of the movement, and the unity of these factors ensures the quality of innovation.

By joining this approach, we believe that within the framework of our proposed interpretation of innovation as a process and outcome, it is necessary to identify appropriate social mechanisms for each stage of the innovation life cycle, as this allows for a more accurate organization of innovation management systems. At the same time, the following may serve as factors determining the boundaries of the innovation environment:

- identify the problem that promotes development, the solution of which is through awareness of the situation and forecasting of social needs;
- Transformation of innovation into a stabilizing factor of the system, integration of innovation into culture.

It is known that innovation lives a full life cycle in a particular space, but at any stage of it innovation can be interrupted and as a result there is a need to clarify the original problem or return to the state of the system, abandoning innovation as a development management method.

As mentioned above, innovation forms its own social mechanisms at different stages of the life cycle, which are initially able to perform this or that material action in the appropriate gradual. For example, in the first stage, which is characterized by a sequence of actions from the idea of "innovation" to its optimal realization, the structural structure of the social mechanism can be as follows:

- to gather ideas that can solve the problem by serving as a source of development of the system;
- to transform the idea into a measurable goal as a set of task-factors that determine the possibility of a controlled influence on the necessary structural qualities;
- an imaginary or practical experiment that tests the level of accuracy of the transfer of an idea into task-factors;
- Development of the concept of innovation based on the results of the experiment;
- development of options for the implementation of the concept and selection of the optimal option;
- Technological implementation of innovative change and assessment of its level of economic efficiency;
- creation of a prototype of innovation (ways, forms, methods, tools, etc.);
- creation of a concrete model of innovation taking into account the specific features of the object [19;-p.127.2015.].

Finally, at the stage of direct implementation of innovation, multifunctionality presents itself as a specific aspect of innovation shows in full. Technologically perfect innovation also depends significantly on the multifactorial element of the organization - the socio-psychological environment. In short, this stage of the innovation process plays a special role in the institutionalization of innovation as a process and a result.

The correspondence between the essence of the event and the content of the concept that reflects it is a guarantee of understanding. Trying to define the content of a concept in science is to form a specific field of knowledge. In this field, everyone understands each other in a way that is consistent with the event being expressed. While social mechanisms are identical, one optimizes, democratizes, humanizes, and ultimately restores an unpromising process, while the other replaces an outdated social organism with a new one in response to global changes. One of these social mechanisms serves to adapt, and the other - to change. Failure to do so is tantamount to losing the ability to manage development (which is a "chronic disease" of the education management system that usually changes its tone depending on the changing conditions of existence). [20;-p.26.2002.]. Thus, goal-orientation is the choice of the content of an innovation, and therefore the ultimate goal of innovation change. For this reason, the first sub-stage of the third stage of the innovation process is not only tool-technologically independent, but also in many respects has a prognostic feature. In view of this, it would be reasonable to agree that the level of study of this stage of the innovation process does not allow us to clearly define its main contradiction. "The answer to the question of whether knowledge of need is primary or knowledge of innovation is more important in the process of advancing a new idea" [21;-p.27.2002]. This is the motivating factor in making a management decision significantly complicates the selection, but the structural structure of the first stage can be described more precisely.

The essence of advancing a new idea is to shift innovation from the state of the artifact of educational culture (i.e., the external object to the social subject) to the state of motivational value, which determines the level of readiness for them as the internal state of the subject. At a glance, there is a re-activation of the social mechanism of innovation change that is characteristic of the second stage of the innovation process. But there we are talking only about the part of the social subject that clearly understands the nature of the need for innovation, that is, the need for innovation based on the understanding of a new theoretical idea acts as a motivating force. The practice of sociological surveys shows that such subjects are very few (three to fifteen percent according to various data). Consequently, the further expansion of the "critical mass of innovation" is related to the need to move from the object position to the subject position of the part of the social system that constitutes the innovation potential. On the other hand, innovative changes are applied to other social actors in the context of systems that are different in nature and content. This phenomenon can be called "secondary innovation" depending on the nature rather than the quality of the outcome of the innovation change. Therefore, in this part of the innovation there are new elements and separate ways of interacting with them, which excludes the possibility of repetition of two different periods of innovation change in terms of content.

In our opinion, among the elements of this stage of the innovation process can be distinguished innovative perception, innovative identification and innovative opportunity. As a result of the interaction of these elements, a readiness for innovative action is formed, which has the character of a subject as a conscious and coherent process.

There is a transition from the usual "patterned action" of a reproductive nature to a certain productive-changing action. Because "we must pay attention to the active participation of young people in the democratic process in the life of our country, to

increase their political and social potential" [22;-p.386.2019.]. It should be noted that the basis of the social mechanism of innovative opportunity is to determine to what extent changes in the social parameters of the system will have the necessary positive impact on the change of its place in the system in the social hierarchy.

CONCLUSION

So, in conclusion, in the world, education plays an important role as a factor of economic stability of the country, the spiritual maturity of man, equality in interpersonal relations, the harmony of knowledge and beliefs. It is clear that the creation of a single educational space is a factor in determining peace in the world. The systematic approach to innovation raises another part of the problem: do the concepts of "educational innovation" and "pedagogical innovation", which are widely used today in both theoretical research and pedagogical reality, have a right to exist? appears in the ripening. However, the main problem is not in this. What is the subject of educational or pedagogical innovation? What is the cultural boundary of this socio-cultural phenomenon? What are its basics? In other words, we are talking about the typology of innovations, their specificity, and solving this problem is very important for the effective management of innovation processes in this or that area of professional activity, formed on the basis of the existing division of labor.

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