



PSYCHOLOGY SPECIALTY GENERAL AREAS OF DEVELOPMENT OF INNOVATIVE PROCESSES IN THE FIELD OF EDUCATION

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Article History Received: 08 Aug 2023 Revised: 28 Sept 2023 Accepted: 29 Oct 2023 CCLicense CC-BY-NC-SA 4.0	Annotation. This article analyzes the general areas of development of innovative processes in the field of education of the specialty psychology. Also, the conclusions and research of many scientists were used in the coverage of the topic. Keywords: psychology, innovation, development, technological progress, change, perfection
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Introduction

The appeal to the problems of innovation and their inclusion in important modern areas of scientific thinking was the result of an understanding of the growing dynamics of innovation processes in society.

In our literature, the problems of innovation have long been studied in the system of Economic Research.

But over time, the problem of assessing qualitative characteristics arises of innovative changes in all areas of the functioning of society's life, but it is not possible to clarify these changes only by economic theories.

Other paths are needed to study innovational processes, in which innovational analysis does not include only the use of the modern achievements of Science and technology, but also covers management, education, law and other areas.

The search for the solution of innovative pedagogical problems is associated with the analysis (analysis) of the results of the examination of the features, content, composition and classification of the course of innovative processes in the field of Education.

The concept of "innovation" first appeared in the 19th century in the studies of cultural scientists and expressed the meaning of introducing elements of one culture into another. Its meaning remains in ethnography to this day.

Literature analysis and methodology

At the beginning of the 20th century, a new field of knowledge arose-the introduction of innovations, slavery. He began to study the laws of introducing technical innovations in the field of product production. The science of the introduction of innovations - innovatics-

appeared with the reflection of a sharp increase in the students of firms in the activities of the development and implementation of new plans, Services.

In the 30s, the terms "firm Innovation Policy", "Innovation Process" appeared in the US. Empirical investigations of news from the implementation of firms and other enterprises in the West in the 60s and 70s spread widely. At the same time, the focus is on two main areas of Investigation, each of which is dominated by its own theoretical - methodological culture.

The firm is as the initiator and creator of innovation, and its "sensitivity" to innovation, its "effectiveness", and this relationship of influence is related to the structure and styles of management.

As a program of inspections, the concept of a "decision-making process" is considered, in which the selection and analysis of alternatives will proceed to the implementation of the decisions made by successive stages.

Marketing or firm innovation to the market, risk factors, methods of anticipating the success of innovations introduced, economic indicators of the effectiveness of individual stages and the generality of innovation: is a paradigm of dominant inspections, is the theory of an open system and a domestic quality approach, in which firms interact with the market as their environment, where the final stage of the innovation process, each of these subunits acts in its own interest and takes into account the likelihood of the actions of its partners.

Discussion

Practical investigations into the introduction of innovations in these two fields make use of theoretical innovations in a number of disciplines. They turn to the laws of the development of living and labor technical means, studying the history of the studied technique, the relationship of taxnik and social changes: actively apply the conclusions of sociologists and social psychologists about factors and methods that stimulate new ideas to the practice of managing the introduction of innovations, their reasoning about the sensations of innovators and other participants.

Scientists divide the news entry into three stages of verification. The first stage involves the study of factors that contribute to or hinder news success, and the analysis of multiple empirical data of different innovations.

The second stage is considered to be the study of the process of innovating itself, together with taking into account the mechanism by which they are transported to the second sphere in the environment of one sphere.

At the third stage, the researcher's attention is focused on the analysis of various innovative situations, the development of methods for assessing risk, the emergence of recommendations in the field of introducing innovations. At this stage, innovation policy remains a state activity.

Pedagogical innovation processes began to be specially studied by scientists in our country from the end of 50 years in the West to the next 10 years.

The interest of the world pedagogical community is in the form of special innovation service, publishing, magazines nnnovasion articles. In particular, under UNESCO, there is the Asian pedagogical innovation center for the development of Education, which, together with the International Bureau for educational issues, summarizes pedagogical innovations in different countries of the world, disseminates information about them in special publications to the pedagogical community.

The development of pedagogical innovation in our country is associated with the emerging contradictions between the demand for the rapid development of the school by the movement of general public-educators and the inability of educators to implement it. The use of Innovations has expanded in common. Therefore, the demand for new knowledge, the demand for understanding the concepts of new "innovation", "new innovation", "innovation process", has become acute.

The word "innovation" comes from Latin, the translation of which means to update, change, innovate.

Studies of the microstructure of the innovational process have singled out the "life cycle, (period)" concept of innovating, which stems from the idea that innovating is a process that takes place over time. In this process, the novelty is divided into stages that categorize the activities that ensure its creation and execution into types. By this period, there is a scheme in the scientific literature to divide the following innovational process into stages:

In Step 1, the emergence of a new idea or the concept of novelty is the stage of emergence; it is conventionally called the stage of innovation, which arises from the results of fundamental and practical scientific investigations (or suddenly arising).

In Step 2, the time of discovery, that is, the creation of a novelty in the form of a model of a realized object, material or spiritual product.

In Step 3, a practical increase is found in the novelty created and its additional functional perfection is carried out; this stage ends with the achievement of solid efficiency from innovating. After that, the independent existence of the novelty begins, and the process of innovating moves to the next stage, this stage is realized only under the condition of accepting the novelty. Further stages are visible during the period of use of the novelty.

In Step 4, the diffusion of novelty consists of its diffusion (addition) to new areas and its widespread application.

Phase 5 is the domination of innovation in some field, in which innovation in particular loses its freshness and ceases to exist as a novelty.

This stage ends with the emergence of a new effective novelty or its replacement with a more effective one.

Stage 6 the range of application of the novelty is reduced and alternates with its new product.

By successively replacing each other at the time stage of the above-mentioned innovation process, the regular system represents a simplified scheme of its real development. One specific innovation process involves these steps only, which do not have to unconditionally adhere to their sequence and dependence.

Looking at innovating as a complex and purposeful process of innovating and disseminating innovation, uniig's goal is to meet human demand and needs with new tools, which will lead to a certain qualitative change in styles and systems that ensure efficiency, routine and viability.

Result

The innovation process will be associated with the transition to a different qualitative state, a revision of the outdated rule, situation and significance. The generality of a single-level series of innovations (sums) constitutes the integrity of innovation.

Innovating has internal logic and directions, and it is the development of characters from the birth of the idea of innovation (thought) to the beginning of its use that also expresses the logic of the relationship between the participants in the innovation process.

Thus innovating is a dynamic system and, like internal logic, legal development over time represents its relationship to the environment. The structure of the innovation process changes as it

moves from one stage of innovation to the other.

At the same time, from the dynamic characteristics of the novelty, its result-end and effect will depend. The completion of a novelty or the degree to which its capabilities are implemented will depend on how successfully all stages of the innovation process pass. The transition from a simple production to an extended one is a tense situation, a transition that in practice is not carried out in most cases, a circumstance that causes which innovation is not completed, creating the existence of multiple innovational problems.

From the completion of the novelty, it is necessary to determine its effectiveness, that is, from the implementation of the innovation process, it is possible to determine the influence of the system, the realized capabilities of the novelty on various indicators, while their interrelationship is clearly visible.

Concepts close to the term "innovation" are the concepts of "change", "perfection", "reform". But there are also certain opinions between them.

Conclusion

Innovation is one of the main measures for assessing pedagogical checks, which is the main result of the economic process, which is an independent value and feature of any innovation.

The "new" concept is one of the central concepts in innovation pedagogy.

If the first - "first created" - definition gives an idea of something that was not known at all before, then the next closely since, and especially the "newly opened" - definitions represent, to some extent, that there is an element of "oldness" in the novelty, something, something that was before. Thus, it is possible to talk about two types of novelty.

1. A novelty created for the first time. This novelty is equivalent to an invention, which means a new reality that is set again.
2. It is to further refine the previously existing theory and adapt it to the Times.

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