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CHARACTERISTICS OF ACHIEVING EFFICIENCY IN THE EDUCATION PROCESS BASED ON THE INNOVATION APPROACH

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Abstract:

This article provides detailed information on the use of an innovative approach to achieve efficiency in the educational process. By strengthening its shortcomings with new technologies, the overall efficiency of the educational system can be increased. Such an approach views innovation not as a manufactured "external" measure, but as a deeply meaningful demand and system knowledge, deliberate restructuring.

Keywords: innovation, education, training, process, efficiency, aspects

Today, increasing the effectiveness of education based on an innovative approach is considered one of the most important tasks in the educational system . let's take Pedagogical process is established on the basis of pedagogical system. Pedagogical system is a unified set of constituents , which remain stable even in changes[1]. If the changes (innovation) exceed some possible limit, the system breaks down, and a new system with a different characteristic is created in its place . Pedagogical system is a very strong combination of elements. The structure of any pedagogical system currently consists of a set of the following elements , which have the following appearance in relation to each other: student; the purpose of education; educational content; educational process; teachers (or TTV - technical means of education); will consist of organizational forms of educational work. Each of the components of this system can be divided into elements at any level . We have reasons to believe that the observed system is not a perfect structure. Those who cannot agree with the above can consider that the important components of the pedagogical system also consist of "results", "educational process management", and "technology". They are visible in the model of the pedagogical system in the given drawing . Goals are consistent with results and form a continuous process[2]. Full compliance of the goals with the result serves as a measure of reliability of the pedagogical process. Pedagogical system is a relatively independent part of management, which unites all components, because they have their own goals and structures. Emphasizing that it is a unit of separate factors as a constituent part of the pedagogical system, they are often referred to as the technology of the educational process[3].

In this approach, the pedagogical system is a solid organizational technological complex that ensures the achievement of the intended goal. It should be noted that the pedagogical system is always a technology. By this sign, it is easy to distinguish the pedagogical system from the arbitrary "set" of components[21]. Technology is an internal quality of a system that determines its capabilities subject to a strict organizational logic [4]. At the same time, at the task evaluation level itself, the technologist relies on certain processes and events. Known processes are used as evidence of success expressions, and the results of extraordinary events are realized as sources of new causes and formulas. The design of educational technologies does not give the conclusion "impossible" different from the methodical "summarization of experiences". For the technologist, it's just a matter of time and cost. The technologist is based only on well-known, tested , grounded, unquestionable opinions. The technologist does not conduct experiments, but works with specific intended results[22]. The technology does not allow options, its main task is to get a guaranteed result, it is always simple in its main solution[5]. Understanding the basic solution reveals everything else, the system of mutually necessary elements, the meaning of the order. No part of the technology can be removed , there is no excess, there cannot be. This is a very complicated situation, every second teacher works in the search - research mode , thereby increasing the uncertainty of the result of the child's life at school[6]. There are always those who leave pedagogues for their character, especially among the representatives of the so-called "exact" sciences, and they always start with revising and moderating the models of the pedagogic system. Now, below, we will dwell on some principal characteristics of the processes taking place in the pedagogic system[7].

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We proceed from the rule that each specific modification of the pedagogical system has specific characteristics and possibilities to achieve the desired result. These opportunities are strictly determined by the specifics of the system. In this way, if we want to achieve the desired level and quality in terms of education and training, then we should think about the appropriate pedagogical system and its operation should ensure the necessary direction and intensity of the pedagogical process[8]. The result of this, the higher efficiency of the educational process, is always the consequence of the improvement of the pedagogical system. This is a very complex problem, which the world is just starting to work on[23]. Currently, it is possible to collect a multifaceted indicator, "cost" and "outcome" into the general view, and determining the usefulness of this problem allows it to be solved from an economic point of view. Intuitive and subjective judgments can easily be wrong, and the only way out of the situation is to collect thoughts[9]. The maximum overall effect of any pedagogy is 100% achieved, if not lower than previously achieved for educators. Let's look again at the structure of any pedagogic system, it is the same for "bad" and "good" pedagogic system. The teacher is the same for him. Let's simplify it to teacher-student relationship. This relationship has been studied before and the general conclusion is known: almost 50% depends on the teacher and 50% on the student[10].

It follows that, for example: the efficiency of the worst pedagogical system, let's say a teacher, without making any actions at all, but the system works, will not be less than 50% . It is considered that the efficiency of the traditional pedagogical system does not exceed 60%. This means that only a little more than half of school children can fully master the program. Another important point is that it is known from the general theory of the system that the system cannot be improved by several parameters at once[24]. The right way is to introduce the innovation gradually, making sure of its usefulness, checking it thoroughly, and thinking about what to do next. Experiments show that every innovation created is necessarily worse than the previous one. Because it is necessary to learn this process, to adapt, to overcome laziness. There are two main ways to improve the pedagogical system: intensive and extensive. Intensive development envisages the improvement of the pedagogical system on the basis of internal capabilities, and the extensive way on the basis of attracting additional forces - that is, means, equipment, technologies [11].

returning to the fate of current pedagogues , who have tried all the ways for thousands of years , to recall the content and task of education, logically, to go deep into its primary foundations. Once again, we say that if the school is not dead yet, if it is living, developing and educating children, it is only because of its conservative nature. Some theorists say that innovation in pedagogy in the near future means only one thing - a return to the past, to a thoughtful and rational education, to a peaceful system without innovations and efforts[12]. Western schools are developing in an extensive way by increasing the pedagogical product due to new information technologies, distribution of time to various educational activities, differentiation and individualization in the classroom[25]. Thus, the quality of the pedagogical product is improving, and this question remains clear: many independent experts are skeptical about it[13]. The way out of this situation is the development of a pedagogical system called "Interrelated innovation (innovations)", which allows combining intensive and extensive ways . This requires a deep examination of the possibilities of using pedagogy, which is manifested at the point where the organizers of the pedagogical system of different forms meet at different levels. It is possible to improve the overall effectiveness of the pedagogical system by strengthening its spaces with new technologies . In this approach, innovation is not seen as a contrived "external" measure , but as a deep-rooted demand and knowledge of the system, a conscious restructuring. If you look at innovative calls from this point of view, it seems that there are almost no new aspects in them. In particular, there are no new " recipes " for solving old problems [14].

In general, we are obliged to include innovative ideas based on new knowledge about the process of human development, theoretical approaches to solving pedagogical problems that have not been used before, and high results obtained from specific practical technologies. The number of general and partial innovative projects on the compatibility aspects of the level of elaboration of the ideas given in the science of pedagogy , as well as the analysis of their use in pedagogical practice allowed to include them in general pedagogical innovations[15]. Forms of supervision: written work based on the basic outline , independent work, asking aloud, mutual supervision on the tape recorder, mutual supervision in pairs, mutual supervision in the group and home supervision, self-assessment. Each grade received by the student is placed in a specially opened mirror for knowledge. It acts as a reader-served list. If the ratings are positive,

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the coded description will be significant . Publishing such a description will be of great educational importance . The most important thing about this description is that it allows the student to change any grade to a relatively high grade at any time[16]. That is the essence of the open opportunity principle. Each assessment, - emphasizes VF Shatalov, should serve as a means of stimulating positive attention in the student. Two grades cause negative feelings and create conflict with the teacher and the subject. Shatalov eliminates such conflict situations. The system of educational activities developed by VFShatalov was experimented with schoolchildren , but his methodology went beyond the scope of teaching mathematics and spread widely in the teaching of not only natural sciences, but also humanitarian sciences: language, history. GKSelevko defines pedagogical technology as a controlled system with predictable results[17]. The structure of the technological process is recommended with three main directions of movement of information. In this structure, GKselevko [10] defines three sub-categories:

1. The main subject is the movement of content, which is the transfer of information from the source (teacher) to the receiver (student) (transferring to the attention of students, guiding learning activities, acquiring knowledge by students perception, acquisition and reinforcement). In it, additional sources of information management - books, technical tools, computers , and their independent perception by the student (the process of self-management) are considered important.

2. Subordinate influence on management. It includes planning (strategic and tactical), correction of basic psychological behavior of educational information.

3. Information about the processes (feedback, control, assessment, additional information network) is a channel for transferring information from the teacher to the student.

Effectiveness of the educational process:

- optimal structure of educational information content;
- organization of management efficiency and knowledge activities;
- use of individual self-management opportunities in information acquisition;
- depends on the organization of effective control of information acquisition. SNLisenkova technology for prospective learning control using the annotation of basic schemes. This technology is based on:
- personal approach to cooperative pedagogy;
- mastering (success) - the most important condition for children's development in the teaching process;
- favor in class : goodwill, mutual support;
- warning of mistakes , but not working on mistakes;
- sequence, consistency of educational material;
- convenience of the task for each student and it is given to them individually;
- gradual transition to complete independence;
- teaching students who do not know through the means of an advanced student.

A feature of SNLisenkova's methodology is that difficult topics are studied not during the hours specified in the program, but before[18]. This is a promising preparation. Prospective preparation is the beginning of the study of difficult upcoming topics. Generalization is a generalization of a topic based on specific knowledge. Based on SNLisenkova's methodology, mastering the material takes place in three stages:

1. Giving the knowledge that needs to be mastered in the future in small amounts in advance;
2. Clarification of new concepts, their wnumification and application;
3. Development of fluency of thinking methods and learning behavior[19].

In the researches of Inge Unt, ASGraniskaya, VDShadrikov, individual teaching is defined as a form of organization of the educational process, a model. In it:

- the pedagogue interacts with only one student;
- one student only interacts with teaching aids (books, computer, etc.). In individual teaching, the content, methods and image of the activity are adapted to the characteristics of the student. Personal approach means:
- is a principle of pedagogy , according to which the pedagogue interacts with some students according to the individual model, taking into account the personal characteristics of the students, and based on individual characteristics;
- taking into account the individual characteristics of students during the educational process [20];
- it is understood not only the development of all students, but also the creation of psychological and pedagogical measures for individual development of each student. Individualization of teaching:
- the organization of the educational process, in which the choice of teaching methods and methods is

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connected with the individual characteristics of the student;

• various educational-methodical, psychological-pedagogical and organizational-administrative activities that provide an individual approach.

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