EDUCATIONAL INNOVATIONS: CONTENT, IMPLEMENTATION, AND IMPROVEMENT OF SUPPORTING CONDITIONS

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Abstract:
This article analyzes the content of educational innovations, their types and characteristics, implementation mechanisms, as well as the necessary organizational and pedagogical conditions for modern educational institutions in order to improve teachers' readiness for innovative activity. The study scientifically examines issues such as innovative competence, digital pedagogy, interactive methods, educational technologies, and their integration into teachers' professional practice.

Keywords: innovation, innovative competence, teacher training, digital competence, educational technologies, innovative environment, creative pedagogy, methodological support.

Improving teachers' readiness for innovative activity is one of the most important tasks of today's education system. The transition of society to digital transformation, the introduction of international assessment systems, and competency-based curricula require teachers to think creatively, be innovative, have technological literacy, and effectively apply innovations in the learning process.

Therefore, deeply studying the content of educational innovations and improving the conditions for their implementation in practice has become a key factor determining teachers' professional competence and quality of activity.

The content of educational innovation is not limited only to the use of new technologies. It also includes a new approach to the pedagogical process, integration of interactive methods and creative thinking, learner-centered teaching, and development of students' independent thinking, research skills, and practical application abilities. Innovation requires the renewal of the entire system of lesson management, assessment, teaching, and teacher-student cooperation.

Teachers are required to have methodological culture, digital competence, analytical thinking, creativity, and the ability to quickly master new developments in the educational process.

A teacher's readiness for innovative activity is expressed through several key competencies. First, digital competence allows the use of electronic platforms, learning management systems, and artificial intelligence-based didactic tools. Methodological competence includes the ability to use interactive methods appropriately, organize creative lessons, and apply approaches such as project-based learning, problem-based learning, and design thinking

In addition, analytical competence enables teachers to evaluate the effectiveness of innovative methods and make evidence-based decisions to improve the educational process. Creative competence is the ability of a teacher to generate new ideas, encourage creativity in students, and transform or create new teaching methods rather than simply using existing ones.

For the effective implementation of educational innovations, a number of organizational, pedagogical, material-technical, psychological, and methodological conditions are required. Organizational conditions include modular organization of the educational process, updating curricula, conducting regular training for teachers, professional development courses, and creating platforms for experience sharing.

The material-technical base must include computers, interactive whiteboards, internet access, electronic libraries, distance learning platforms, and multimedia tools necessary for innovative teaching.

Scientific-methodological conditions include innovative manuals, methodological recommendations, learning materials based on international experience, and modern criteria for assessing educational quality.

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Psychological conditions involve increasing teacher motivation, supporting creative initiative, and removing barriers such as fear or lack of confidence in applying innovations.

Digital educational technologies play an important role in teachers' innovative activity. Systems such as Google Classroom, Moodle, and EduPage allow effective lesson management, task automation, and individualized learning. Artificial intelligence tools help analyze student performance and provide personalized assignments. Interactive methods such as cluster, synectics, brainstorming, "Aquarium", debates, problem-based learning, project-based learning, and design thinking help develop students' independent thinking and creativity.

The STEAM approach integrates science, technology, engineering, arts, and mathematics, developing practical and problem-solving skills. However, there are also challenges in implementing innovations, such as insufficient digital skills of teachers, lack of technical resources, limited training opportunities, and low motivation for self-development. These issues can be addressed by systematic training, improving technological infrastructure, mentoring systems, and supporting innovative initiatives.

Conclusion: Improving teachers' readiness for innovative activity is a key factor in improving the quality of education. By enhancing the content of educational innovations and their implementation conditions, it is possible to create a digitally advanced, creative, and competency-based educational environment. The innovative teacher is the driving force of modern education, and proper support and resources are essential for the development of the education system.

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