

THE PLACE AND SIGNIFICANCE OF INNOVATIONS AND INNOVATIONS IN SCIENTIFIC RESEARCH OF PHYSICAL CULTURE

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Annotation: This article describes scientific research about innovative psychological research, its implementation, research and its progress, as well as its importance in practice.

Key words : Education, modernization, method, physical education, research, innovation, subject, physical education, student.

Of great importance in the modernization of any educational process is the updating of its content, methods and means[3]. This is evidenced by such terms as innovation and novation, used in modern education. In the educational field of physical education, students' research work is improved directly through innovation or innovation. If we specifically focus on innovations in the scientific and creative activities of future physical training specialists, then it is impossible to imagine scientific research without them, since they manifest themselves as non-recurring phenomena. In this sense, their causes are not well defined and can only be assessed by their heuristic (scientific, based on studied data) nature, and not for any reasons, not always, for the most part, not according to any law.

Not only heterogeneous educational directions, but also in physical education, the concept of innovation and its analysis have the same category in the lexical meaning. The word "innovation" is of English origin; its translation means renewal, change, innovation. The phenomenon of innovation in its heuristic basis, firstly, is focused on novelty, that is, on revealing its innovation in the field of our physical culture, and secondly, it reflects the current state of physical culture as a sociocultural phenomenon. Innovation is also interpreted as a product of the creative-theoretical and subject-practical activity of the subject.

I. _ T. Balabanov notes that "innovation is the result achieved by various modern approaches to new methods or technologies, new forms of organizing the production of labor, services (sports activities) and education (physical education), methods of planning, analysis, etc." [1].

In modern literature, three components of the innovation process are distinguished.

The first of them, subjective, creative (creative), practical (labor) components are studied separately. In particular, in the field of physical education, it is clear that today the importance of physical culture in society is increasing, it is becoming more creative , innovation is emerging as a sociocultural model of objectification of innovation. After all, the uniqueness of modern sociocultural, i.e. physical education is determined by communicative innovations. Its widespread use in physical culture leads to virtualization and globalization of sociocultural systems. Today, innovations go beyond the technical and economic boundaries of scientific research in various fields of physical education, and their results are widely used in practice. This is also manifested in the field of physical culture, which is a product of scientific and creative activity.

Currently, research in education is seen as the main source of research for innovation. As is known, innovation is a complex sociocultural phenomenon. Innovation as a sociocultural phenomenon embodies all cultural trends. Innovations in the field of physical education are also based on heuristic ideas that determine the future of physical education as an innovation-oriented phenomenon.

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There are innovations in the scientific and creative work of physical education students. Innovations inherent in scientific and creative activity in the field of physical culture are associated with the transition to a qualitatively new state in theoretical and empirical terms (the historicity of the problem), the revision of outdated rules, situations and meanings. Thus, the combination of theoretical and empirical innovations in physical education is a combination of innovations and innovations in scientific and creative activities. Innovation has its own logic and direction, and the process from the emergence of a new idea (thought) to the beginning of its use determines the logic of scientific and creative activity. Thus, the dynamics of scientific and creative activity are improved with the introduction of innovations. Because the structure of the process of innovation in physical education changes during the transition from one stage of innovation to another. Consequently, its effectiveness is manifested in the dynamics of innovation in the scientific and creative activities of students on a particular problem of physical education.

Innovation expresses the presence in a new scientific idea of an element of “antiquity,” something that existed previously. Thus, innovation relies on continuity. This means that innovation is equivalent to an invention, that is, a new system that is installed again. Innovation also adapts to the times by further improving an idea or paradigm existing in previous settings of physical education. Thus, innovation in physical education represents a necessary basis and basis for anticipating the patterns of development of society and its participants as a whole, understanding systems in a strictly defined order.

Thus, the main goal of scientific creativity of students in the field of physical education is to find ways to solve problems and solutions in education and identify patterns of development of the educational process, knowledge of which allows them to acquire the necessary knowledge in managing human and social processes, transform them in accordance with individual needs. In this regard, innovative and pioneering approaches in the scientific and creative activities of physical education teachers play a major role in the development of physical education science. After all, the development of disciplines taught today in the field of physical education should be considered as the result of scientific, logical ideas, theories, and rigorous reasoning carried out by students. This will help improve the quality of education in the field of physical education.

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