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Issue Article

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INNOVATIVE PROJECTS IN THE CURRICULUM

Abstract: *Actual implementation of innovation in the classroom goes a long way. However, from the point of view of the university, the intervention of scientific understanding and requirements in the content of a specific educational plan is a long process. Innovations in the daily life of the school can never be associated with a great revolution, because it threatens the existing norms and practices, and this leads to sharp criticism of the work done so far. In any case, the content of a clearly defined innovation must be known, but for now it is possible to determine only the part that is responsible for it. So far, there is very little chance for a very wide dissemination of experience and innovation. Most of the school-pedagogical reforms are innovations, promoted in very ideal and optimal projects, frustrating teachers and, therefore, intimidating and motivating.*

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Introduction

Innovative projects in the curriculum remain meaningless and incomprehensible if they are not professionally specified, visualized and operationalized. They also meet in the extended professional activity project. It is also necessary to address the impulses associated with the disciplines and show the way forward, which is important step by step. At the same time, there may be ideas when the chances of pedagogical innovation circulating are appropriate.

Innovative projects in the curriculum

Ever since schools have existed, planned innovations or reforms have been used as a means of propagating changes in school practices to accommodate changing living conditions. Curricula are the best example of planned innovation. These implementation measures have not always been successful, they are simply a balance of experience in this area. Fullan noted that in order to give reforms a chance, many conditions must be met simultaneously. For example, it is not enough if only new materials or curriculum are assigned. This should include other teaching methods, other organizational aspects and didactic key points. Actual implementation of innovation in the classroom goes a long way. However, from the point of view of an educational institution, it is a long process of scientific understanding and requirements that affect the content of a particular educational plan.

During training, a wide range of lesson options are covered, classified and evaluated by various educators over a long period of time in the sixth stage of training. It describes the role of innovation in the curriculum, where innovation is possible and limited, and what factors are necessary and difficult to implement. Classification patterns are checked to see if this can lead to a change in the location of innovations. Within the framework of quality education, the field of research is developing. The term "innovation" usually leads to fundamental innovations in associations in the application of a common language. Theoretically, the concept of innovation was applied as the integration of this process in the economic system with products and equipment.

It has been used in pedagogical discussions since 1960 and has become widespread in Germany in a short time. It quickly spread here and suppressed the

same expressions such as innovation, reform, school experiment or pedagogical experiment. To date, there is no generally accepted definition of the study of innovation in the economy of origin. Only on the basis of a synthesis of various definitions can we firmly stand on the following points: "Innovation is a way of obtaining new types of products that are significantly different from the situation ahead."

Innovation must be consciously mastered. Producing real ideas is not enough, and sales and use distinguish innovation from investment.

It is not enough for a new idea to refer to all these definitions to explain this innovation.

Innovations are often unpredictable or unplanned; on the contrary, innovation processes in the process of exchange are characterized by their complexity, uncertainty, degree of innovation and conflict.

As a result, the evaluation of innovations must be measured subjectively. “From a psychological point of view, innovation is the successful result of the creative potential of competent human activity.” (Baich-1997).

Thus, innovation, like a creative phenomenon, is realized in the changing relations of only one system, and they consist of a special aspect of the sphere of influence of the individual, the social circle. The evaluation of innovations must be heavily influenced by culture and time, often with favorable power structures and legitimate marketing of ad hoc situations arising from certain situations.

According to Wingens, innovation is defined in two main ways; one is result-oriented (result-oriented) and the other is process-oriented (process-oriented).

According to Reinman-Rothmeier distinguish:

- product innovations, that is, the solution of new technical problems.
- process innovations in the sense of solving work and methodological processes
- Structural innovations in terms of solving new organizational challenges
- social innovations in terms of solving new social problems

Although innovation often refers to many types of innovation, their sequence is not always as clear as possible. When a process-oriented definition is used as the basis, the direction of innovation becomes decisive. According to Hauschild, innovation begins with the construction of an already solved problem, followed by the emergence of ideas, opinions, judgments or solutions. Finally, innovation must be implemented. The result of the innovation process is the transfer of innovation into experience and skills.

Already in the early 1990s, the exclusion of certain subjects from the school curriculum was recognized.

“In addition to organizational development, the real thing is lessons, upbringing and education. Again, the goal is to further improve the development of the school, that is, to improve the achievements and qualities of the school” (Schratz 1995, 269). Previous research has shown that curricular innovations tend to be distributed across lessons.

It has become clear that innovations in the daily life of the school can never be associated with a great revolution, because they threaten existing norms and practices, and this leads to sharp criticism of the work done so far. In any case, the content of a clearly defined innovation must be known, but for now it is possible to determine only the part that is responsible for it. So far, there is very little chance for a very wide dissemination of experience and innovation. Innovations that promote many school and pedagogical reforms in very ideal and optimal projects disappoint educators and therefore have an intimidating and motivating effect.

Another aspect is the extent to which curricula clarify and articulate the objectives of the update, emphasizing priorities and background and, in their own sense, describing them to teachers. At the same time, it has a very positive effect on teachers, if you specify where the relief and relief are. In this regard, the content and practical placement of curricula can help to accelerate the understanding of specific instructions and examples and eliminate fear. In addition, restrictions on related requirements can eliminate advice and suggestions on the one hand, and misunderstandings and uncertainties on the other.

At the same time, the curriculum should be open to its own formation: Methodological recommendations and curricula are most suitable when not only the smallest dimensions are formed, but also the main goals and broad subject areas are separated by clearly defined requirements. Not only do they limit the abundance of material, but they also limit the pressure on teachers, give them a sense of confidence in their main job, and generally give them the opportunity and conditions to follow their own creative and appropriate student routes.

Innovation is only as effective and achievable as understanding and personal influence on the development process allows the participation of stakeholders. Various activities, including meetings, reviews, intra-school conferences and improvements, and online surveys, should be activated and shared throughout the development period. The purpose of these activities is to inform teachers at the beginning of the renewal period, inform them about the current state of development and involve them in the development process.

If the relevant subjects are "transferred" and made more understandable, there is a greater chance that renewal will occur in everyday school life.

If teachers are taken seriously and confidence is built, subjects take their place, Heinisch says, and both conditions make it easier to accept and finally identify pedagogical and other innovations. Innovative projects in the curriculum remain meaningless and

incomprehensible if they are not concretized, visualized and put into action. They also meet in the extended professional activity project. It is also necessary to address the impulses that are related to the disciplines and point the way forward, more importantly step by step. At the same time, the cycle of pedagogical innovation takes time; Heinisch distinguished several time periods: the most difficult moments for the introduction of innovations and the most favorable moments for the adoption of new pedagogical guiding ideas, for example, when schools themselves have already thought out the appropriate directions.

Holtappels, on the other hand, speaks of an "equal weight paradigm" in relation to the "right time" change.

A balanced school system can be hindered by external factors and internal organizational problems. The call for change in this case leads to dissatisfaction or deterioration in the work of school members, and certain situations or phenomena are no longer tolerable or considered beneficial. These mental states or their consequences (eg, student failure, unaccustomedness, reduced parental support) may lead to the need for change, which again may create "equal weight" (i.e., the quality of a coherent school). Along with the overlapping analysis of the factors hindering the innovation process, we can talk about the communicative development of a new direction in the revival of weight. (Holtappels 1995, p. 38)

The concept of current innovation.

Innovation in the traditional sense has a decisive influence on individual ideas. The interpretation of innovation is always associated with radical revolutionary changes. Innovations in the modern concept of innovation are on a par with the changes that make up this revolution. In this case, the consequences of innovation should be dramatic and noticeable. Also the innovation initiative today is dominated by the fact that everyone innovates in concept. "Furthermore, the motto 'New Creativity' refers to refining existing concepts of contemporary innovation in such a way that new and lasting changes are made" (Reinman-Rothmayer 2003, 11).

Signs of didactic innovations

The economic and scientific definition of didactic innovations is described, based on the following features:

“Didactic innovations are innovations of the organization, as well as the method and content of education, which affect the result of the initiated changes in the educational process and significantly change the transfer of knowledge. In this sense, in order to restructure the process of teaching and learning, teaching and learning organizations also need new teaching and learning content, methods or framework constraints, where these three requirements should in no way depend on each other. An example of this is the transformation of curricular reforms into didactic innovations, and if we fulfill the above conditions, then it will be possible to speak more precisely about curricular innovations.”

New methods of learning and teaching have a direct innovative impact on education, which makes the didactic innovation a social innovation at first glance, and solves a certain problem of education or teaching and learning with didactic changes. In general, didactic innovations can be attributed to other types of innovations. Didactic innovations can also influence, for example, teaching strategies and thus become an innovative process. The implementation of didactic innovations has a structural-variative effect, resulting in structural innovations. If innovations are primarily based on new developments, such as new information and communication technologies, then we can talk about product innovations.

School structure and innovation

Encouraging, promoting and accelerating innovation is an important step towards their success. The pedagogical-organizational, self-renewing ability of any school, especially the teaching staff, depends on the innovative potential, personal development within the school and, above all, on the pedagogical leadership of the school leadership.

Development of a positive innovation climate at school

One of the important features of the usual understanding of organizations is the independence of the individual and the consistency of instructions in the sense of the bureaucratic model. Here the service instructions lead to a categorical sequence of innovations; school change is achieved through the introduction of management, for example, a new basic level for the subject. The effectiveness of implemented innovations is substantiated in rational-experimental strategies, so the reasons for innovations are both reasonable and promising.

“Managerial and rational-practical strategies have certain limits in school innovations, and in most cases they are controversial when they become operational, so innovations must be classified according to their value, motivation and experience, abilities, skills and focus. If the school administration plays a decisive, impulsive role at this time, innovation has only one chance at the school. One type of this is the accumulation of innovations in the sense of psychological support, which is accepted by teachers with confidence and seriousness with the encouragement, treatment and respect of the school administration. On the other hand, in order to understand leaders as giving ideas, impetus, and also accelerating the development of demand, it is necessary to pay attention to the development of innovation through the board. In connection with the existing powers of the Board, it is important that they be accepted and developed by colleagues, taken for

their own verification. At the same time, dynamic development should be so widespread that other teachers should be involved, as they can learn about innovations from their own experience.

The most consistent goal of management is to create an inclusive culture of learning in the school. This allows teachers to experiment, open up new perspectives in the classroom, learn about alternative methods and thus achieve a better understanding of innovation. Such a culture of cooperation and learning must be created not only by paving the way for a settlement, but also in many areas of information. These conditions are already aimed at the formation of a general positive innovative climate by the school and the leadership (mobilization of forces specific to the school, creation of a structure of communication and cooperation).

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Encouraging, promoting and accelerating innovation is an important step towards their success. The pedagogical-organizational, self-renewing ability of any school, especially the teaching staff, depends on the innovative potential, the development of the personality of the school and, above all, the pedagogical leadership of the school.

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One of the most important features of the generally accepted understanding of organizations is the independence of the individual and the sequence of instructions in the sense of the bureaucratic model. Here service instructions lead to categorical tracking of innovations; changing schools is achieved by introducing into management, for example, a new basic level in the subject. The effectiveness of imported innovations is based on rational-experimental strategies, so the reasons for innovation are as reasonable as they are promising. “Managerial and rational-practical strategies have certain limits in school innovations, and in most cases they cause controversy when they come into operation, so innovations need to be classified, so to speak, appropriately. If the school administration plays a decisive, impulsive role at this time, then innovation has only one chance at the school. One of these is the accumulation of innovations in the sense of psychological support, which is perceived by teachers with confidence and seriousness in the encouragement, attraction and respect of the school administration. On the other hand, in order to understand leaders as everyday ideas, impulses, and to accelerate the development of demand, it is necessary to pay attention to the development of innovation through the board. Because of the Board's powers, it is important that they be accepted and developed by peers subject to their own scrutiny. At the same time, dynamic development should be more widespread, to which other educators should be involved, although they may learn about innovations from their own experience.

The most important goal of management is to create an inclusive culture of learning in the school. This allows teachers to experiment, open up new perspectives in the classroom, learn about alternative methods and thus achieve a better understanding of innovation. Such a culture of cooperation and learning must be created not only by paving the way for regulation, but also in many areas of information. These conditions are already aimed at creating a generally positive innovation climate in schools and leadership (mobilization of specific forces for schools, creation of communication and cooperation structures). If we talk about the culture of mistakes, then tolerance in the council plays a very decisive role, and they allow you to talk about personal problems without damaging your reputation.

Innovative Lesson Plan Projects

According to the author, the curriculum is most appropriate when it is not only the smallest in size, but also with clear requirements for the main goals and broad subject areas. This is not only a lack of material, but also a pressure on students, they also create a sense of confidence in their main work, and they are usually given opportunities and conditions to follow in their own creative and relevant relationships. The emergence of understanding and personal influence in the process of development and innovation is much more effective when it allows participation. Various activities, including classes, case studies, school conferences and updates, and online surveys, should be integrated with an intense exchange of ideas throughout the development period. The purpose of these activities, as described by the author, is to educate their teachers early in the learning cycle, inform them of the current state of development, and integrate them into the development process.

Conclusion Even under the favorable conditions noted above, the situation with innovations in such schools is generally not easy. Heinisch said: “There are many developing effects, but they could weaken sustainability again. For example, such innovative developments are under pressure and may even be the result of inattention. If the main parts of the school system are becoming more traditional, the main pedagogical ideas are essential for the curricula. Incisions in the area of the auxiliary source also have a developmental delay and limit motivation. Finally, there are difficulties arising from the didactic thinking of teachers, until then self-justifying habits are staged and have a strong influence and only gradually change. Taking all this into account, we can conclude that innovations are set for the long term, developed by new models of didactic thinking with great patience, great support and tolerance, inspiration and examples. These conditions are already aimed at the

formation of a positive innovation climate by the school and the leadership, the dissemination of innovations in the school depends mainly on the mood of the school, the norms and culture of government, the spirit of the organization.

Summary

In this article the author deals with the suitable moments for the curriculum and shows that for this, not only the least formed nuasures, but also main objectives and large topic areasshould be coordinated. Not only the abundance of materials but also the pessure on the teachers is limited by this and also confidence is made in their main work and generally opportunies and conditios are given to them to go on their own creative ways and on the ways belonging to different students.

In the process of developmend when the formation of understanding and adoption of the individual influence and the presence of belongigs are realised, the more effective the innovation becomes and is achieved. Different activities and also meetings, viewpoints, conferences at the school and improvements, internet surveys should be brought into activity with intensive opinion exchanges during the period of general development. The aim of these events schich the author deals with is the sensitivity at the earli stage of innovation, to inform about the actual situation of progress and to integrate into the process of progress.

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