materials, digital libraries, educational portals, learning objects, multimedia learning resources, e-learning materials. Even if it is a relatively time-consuming process, the return on this investment in time tends to be relatively high in the future; as modified or newly created material, if it is modified or compiled in accordance with all didactic principles and principles, the teacher is able to use in the teaching process repeatedly, possibly with minor changes or additions [5]. The constant development of information and communication technologies –new common means used by students, their family members, but also teachers, in the form of tools designed for communication or processing, storing, making available information, continuously affects the private and public life of each individual to the same extent. A pedagogue wishing and calling for a change in the implementation of lessons in a classic, out dated form should therefore be able to realize the given fact and be able to work with it effectively [6]. When working with ICT in teaching, the teacher must be aware that the focus of the work should rest on the student, who should be able to subject the available resources to a critical evaluation after guidance and to respect and identify with the rules of safe handling of information, hardware, software [7]. Today, the student often has much greater skills in manipulating the computer than the teacher himself, which can be a great benefit, especially if the teacher will be able to incorporate the student's outputs into the learning resources in the future, whether in the form of photo documentation from the excursion, various other visual documentation, video, graph, table or project [8]. Undoubtedly, durability and the possibility of repeatedly connecting the created materials, continuous editing, easy sharing thanks to electronic distribution, economic efficiency, or space-saving storage[9] can be considered a big positive.

2. THE NECESSITY OF INNOVATION

Each society with regard to its members, in the spirit of social discourse, formulates the goals of the educational process. Based on the current state of knowledge, head apts educational contents to these goals. The relationships between goals and contents can undoubtedly be seen as inter related and conditioning. This is proven by the fact that the goals of the educational process cannot be achieved without the implementation of the educational content. The amount of information that needs to be included in the educational process is growing day by day, and therefore it is important to constantly innovate the goals and content of education [10]. The term "innovation", derived from the Latin innovare – renewal, improvement, renewal, appears in the works of several authors, in the meaning of the process through which an opportunity is transformed into a new idea, which is later incorporated into wide practice. A common feature of the interpretation of the term is primarily change, improvement, a new idea, invention, or application of a new idea [11]. In the sense of the above, bringing digital innovations to schools, whether in the form of purchasing software, hardware, digital platforms or tablets, computers, loses its effectiveness due to the absence of high-quality training of teachers and the absence of their subsequent guidance to the adequate use of ICT resources in teaching. The problem is also that technologies that do not improve or make the learning of students more efficient are mostly wrongly considered innovations in education, but in such a context they definitely cannot be perceived as such [12]. Innovation can be called a new process, approach, strategy, product, through which something can be realized differently, - differently. Innovation skills are defined by the Organization for Economic Co-operation and Development (OECD) as three sets of overlapping skills: a) behavioral and social skills – persistence, cooperation, self-confidence, communication; b) technical skills – procedural and content knowledge; c) creativity and thinking skills – finding problems, understanding the limits of knowledge, making connections, questioning ideas, imagination [13]. In the whole process, it is necessary to work with data, knowledge and information. Data can be defined as objects or facts that do not depend on the user in the sense that they document the state of reality at a specific point in time, but this does not mean that it cannot be data about the user or data entered by the user. Their change can be relatively fast if they have a large volume, so as a model they do not tell about reality as a whole.

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