ACADEMICIA
An International Multidisciplinary Research Journal
(Double Blind Refereed & Peer Reviewed Journal)

DOI: 10.5958/2249-7137.2021.01174.5

THE FACTORS ACCELERATING THE INNOVATIVE ACTIVITY OF TEACHERS

Khalilova Feruza Abdulvosievna*; Nasretdinova Feruza Nabievna**

*Teacher of the Department of Electric Power,
Fergana Polytechnic Institute,
UZBEKISTAN

**Lecturer,
Department of Electric Power,
Fergana Polytechnic Institute,
UZBEKISTAN

ABSTRACT

In this article discusses the innovative activities of teachers, educational technologies, educational activity in education, the development of creative thinking in students, the formation of skills of critical approach to teaching materials. The period requires the student to become an active participant. This activity, in turn, serves as a basis for the formation of such qualities as conscious attitude, independence, creativity, inquisitiveness. Improving the innovative activity of the teacher depends on many factors, such as the choice of types of pedagogical technology - the knowledge to be formed, methods of action, personal qualities, organizational form of training, applied methods, tools and so on.

KEYWORDS: *Innovation, Activity, Educational Technologies, Methods.*

INTRODUCTION

At present, more and more problem-based, programmed, exploratory methods are used with students to activate the teaching process, and in practical classes, working and pedagogical games,giving individual assignments has become one of the prerequisites for the implementation of the combination of individual and group activities of students.One of the most important aspects of modern education is the achievement of an innovative nature of pedagogical activity.

The issue of achieving an innovative nature of pedagogical activity in developed countries has been seriously studied since the 60s of the last century.

MATERIALS AND METHODS

Conceptual approach to innovation in science in methodology was described (Yu.V.Gromyko, V.I.Slobodchikov, P.G.Shedrovitsky, etc.); in psychology (L.S.Vygotsky, V.V.Davidov, N.F.Talyzina, etc.); described in general pedagogy (M.V.Klarin, M.M.Potashnik, A.I.Prigojin, N.R.Yusufbekova, K.Angelovsky, Yu.Voglaid, K.Rodgers and others).

In the scientific and pedagogical literature, the experience of preparing teachers for innovative activities is generalized by a number of scientists.

The study of innovation processes in education raises a number of theoretical and methodological issues related to innovation and creative activity of the teacher (criteria for evaluating innovation, traditions and innovations, features of the innovation cycle, the teacher's attitude to innovation, etc.). In their research, scientists often deal with a specific aspect of preparing teachers for innovative activities:

Improving the innovative activity of the teacher depends on many factors, such as the choice of types of pedagogical technology - the knowledge to be formed, methods of action, personal qualities, organizational form of training, applied methods, tools and so on. For example, it is recommended to use binary or integrative lessons, work or role play, heuristic dialogue in the development of creative thinking in students, the formation of skills of critical approach to the teaching material and the organization of productive learning activities.In this case, the teaching methods must be commensurate with the purpose.

Modern educational technologies allow students to search for the knowledge, methods of action and personal qualities they possess, to study independently, to express their opinions.In this process, the teacher performs the functions of management, direction, creating conditions for the formation and development of the learner.

Reasons for focusing on educational technology as a current problem:

- First, the breadth of opportunities for the development of the learner;

- secondly, to provide an opportunity to widely introduce a systemic-functional approach to the pedagogical process;

- Thirdly, it covers the stages from the purpose of the pedagogical process to the teacher to monitor and evaluate the results and, if necessary, to make the necessary adjustments;

- Fourth, because it is based on activation factors, it allows you to get a result close to the intended purpose.

The main requirement for the pedagogical process (educational technology) is to achieve high (quality and efficiency) results without spending excessive (mental and physical) stress, time, money.In this case, the pedagogical process is directly related to the subjects involved in it, regardless of how it is organized and conducted, provides for the following:

- Improving the efficiency and quality of the pedagogical process;

- conscious decision-making and communication between the participants of the pedagogical process;

- Ensuring that students fully master the knowledge, methods of action and personal qualities;

- the formation of students' skills of conscious, active, independent, creative thinking and action;

- creating conditions for students to realize their potential;

- adherence to the ideas of democracy and humanity.

According to the above, “Pedagogical (educational) technology”(s) - in order to optimize the process of education and personal development, taking into account human and technical capabilities and their interactionis a system that combines the stages of design, implementation (implementation), making the necessary adjustments, comparing the results with the goal, which provides for the formation and development of knowledge, methods of action and positive personal qualities in students[1.60]

RESULT AND DISCUSSION

Operating in a market economy requires an environment of direct social competition. This environment, in turn, serves as a basis for conscious activity such as innovation, striving for high quality and efficiency, creativity, inquisitiveness, diligence.Therefore, a conscious attitude towards independent learning in the younger generation arouses a sense of motivation. In the pedagogical process, motivation is considered as a key factor that guarantees its quality and effectiveness. It is natural that the motivation of students to study is important.

The period requires the student to become an active participant. This activity, in turn, serves as a basis for the formation of such qualities as conscious attitude, independence, creativity, inquisitiveness.The upbringing of highly qualified, well-educated young people who are innovative in their thinking, who are successful in a market economy, requires increasing educational activity in education.To do this, first of all, it is necessary to create pedagogical conditions in education. So, one of the most pressing issues today is to increase learning activity in education, to accelerate the innovative activities of teachers.

Today, it is important for educators to have the skills and abilities to innovate.Educators are required to have an innovative approach in order to be able to master the skills of innovative activity.By its very nature, the acquisition of innovative activity skills by educators is based on the decision of an innovative approach.

V.A. Slasten's innovation innovation,as a set of purposeful, focused processes aimed at widespread dissemination and use.According to the author, any innovation aims to meet the needs and aspirations of social actors through new tools[1.97].

The concepts of “new” and “innovation” are important in any innovation.Innovation introduced into various attitudes and processes is manifested in the form of content specific, subjective, local and conditional ideas.Private innovation involves changing, updating, changing one of the elements of an attitude, object, or process. [2.120]

Subjective novelty represents the need to update the self of a particular object. Local innovation serves to describe the practical significance of the innovation being introduced for a particular object.

Conditional novelty, on the other hand, serves to shed light on a set of specific elements that enable a complex, progressive update to take place in an attitude, object, or process.

R.N.Yusufbekova focuses on the pedagogical approach to innovation. In particular, pedagogical innovations in the process of education and upbringing by the author were not previously known,it is emphasized that it is the variable content of the pedagogical event that leads to the unregistered situation or outcome.

According to Russian scientists A.I.Prigojin, B.V.Sazonov, V.S.Tolstoy, N.P.Stepanov and othersrecognizes that there are two approaches to the study of the innovation process and its components, and the organization of the innovation process:

1) the individual micro level of innovation (according to which some new idea is introduced into practice);

2) micro level, which represents the interaction of individually introduced innovations (in this case, the interaction, unity, competition and replacement of one by another is considered important)[6. 78].

A.I.Prigogin, B.V.Sazonov and V.S.Tolstoy in their research tried to substantiate the systemic concept of innovation.At this point, the authors distinguish the following two important stages of the innovation process:

1. Development of ideas that appear as innovations (m: planning of the development of a particular type of product by the enterprise, organization).

2. Large-scale development of innovation (specific product) [7. 87]

CONCLUSION

In conclusion, we can say that innovative activity is the acquisition of theoretical knowledge, practical skills and abilities on the basis of directing the mental, intellectual, physical strength of the teacher to a specific goal, supplementing practical activities with theoretical knowledge requires the development of cognition, design, communicative speech, and organizational skills.The following are important in preparing a teacher for innovative activities:

- equipping with knowledge of professional ethics;

- To provide knowledge about the traditions of teacher-student;

- to study the problems of formation of spirituality;

- teaching the secrets of enlightenment;

- study and analysis of best practices in pedagogy of foreign countries;

- Development of long-term plans.[5.317]

Also, in essence, the innovative activity of pedagogy is the creation of scientific research, development, experimental work,creation of a new technological process or a new improved product based on the use of scientific and technical achievements.

REFERENCES:

1. Abdullaeva, B.S., Sobirova, M.A., Abduganiev, O.T., Abdullaev, D.N.Journal of Advanced Research in Dynamical and Control Systems. 12(2), c. 2706-2714

2. Ishmuhamedov R.J., M.Mirsolieva. Innovative educational technologies in the learning process. - T .: “Science and technology”, 2014. 60 p.

3. Makarova, N.S. Higher school didactics.monograph / N. S. Makarova, N. A. Duka, N. V. Chekaleva. – 2nd editon, Rev. and add. - M .: Yurayt Publishing House, 2019 - 172 p.

4. Muslimov N.A. and others. Innovative educational technologies. Educational-methodical manual. - T .: “Sano-standart”, 2015. - 208 p.

5. Karimova M., Tuychieva R. THE PEDAGOGICAL BASICS OF TRAINING STUDENTS FOR PROFESSIONAL, MORAL AND EDUCATIONAL FUNCTION // Scientific Bulletin of Namangan State University. - 2019. - T. 1. - №. 10. - P. 311-317.

6. Education in the digital age: monograph / N. Yu. Ignatova; Ministry of Education and Science of the Russian Federation; FGAOU VO UrFU, 2017 .-- 128 p.

7. Savelyeva S.S. Pedagogical conditions for the formation of professional competence of a teacher in the educational process of a university: monograph. - Voskresensk, 2012 .--218 p.

8. IlkhomAbdirakhimov. Development of effective demulsifiers on the basis of local raw materials // Universum: техническиенауки: научныйжурнал. – № 2(83).Часть [4] М.,Изд. «МЦНО», 2021. DOI: 10.32743/UniTech.2021.83.2-4.36-39.