
THEORETICAL FACTORS OF INNOVATIVE ACTIVITY

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Abstract

The current educational development brought a new direction - innovative pedagogy to the field. In this article, the conditions for the formation of the teacher's innovative activity, the formation of the teacher's creative individuality are discussed information about the dynamic innovation processes of development and renewal.

Keywords: innovation, teacher, city, education, talent targets, learning, ability, talent, norm, professional.

The current educational development brought a new direction - innovative pedagogy to the field. The term "innovative pedagogy" and researches related to it appeared in Western Europe and the USA in the 60s. Innovative activity F.N. Gonobolin, S.M. Godnin, V.I. Zagvyazinsky, V.A. Kan-Kalik, N.V. Kuzmina, V.A. Researched in the works of Slastenin, A.I.Shcherbakov. In these studies, the practice of innovative activity and advanced pedagogical experience are covered from the point of view of wide dissemination.

H. Barnett, Dj. Bassett, D. Hamilton, N. Gross, R. Carlson, M. Miles, A. Havelock, D. Chen, R. Eden in the work of innovation process management, educational change organization, innovation "life and work" the issues of necessary conditions are analyzed.

The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.

Innovative activity of a high school teacher is one of the main problems of high school pedagogy.

In this regard, this chapter discusses the concept of the formation of the innovative activity of a high school teacher, the social-cultural and life-activity aspects of innovation.

Innovation (English innovation) is innovation. A.I. Prigogine understands innovation as purposeful change that introduces a new, relatively stable element to a specific

social unit - organization, population, society, group. This is the activity of the innovator: Researchers (A.I. Prigozhin, B.V. Sazonov, Y.S. Tolstoy, A.G. Kruglikov, A.S. Axiezer, N.P. Stepanov, etc.) distinguish two approaches to studying the components of innovative processes: the individual microlevel of innovation and the interaction of separately introduced innovations 'sirimicro level.

In the first approach, some new idea introduced to life is highlighted. In the second approach, the interaction of the innovations introduced separately is the unity, competition and, as a result, the replacement of one by the other.

When analyzing the microstructure of the innovation process, scientists distinguish the concept of periodicity of life. This concept stems from the fact that innovation is a measurable process.

In the literature on pedagogy, a scheme of the innovation process is given. It covers the following steps:

1. The stage of the birth of a new idea or the emergence of a new concept. It is also called the discovery stage.
2. Inventing, that is, the stage of creating something new.
3. The stage of being able to implement the created innovation in practice.
4. The stage of spreading the news, its wide application.
5. The stage of dominance of innovation in a certain field. At this stage, the novelty loses its novelty, and a more effective alternative appears.
6. On the basis of a new alternative, the stage of reducing the scope of application of the innovation through replacement.
7. V.A. Slastenin considers innovation as a set of purpose-oriented innovation creation, wide distribution and use process, and its purpose is to satisfy the needs and aspirations of mankind with new means.



The authors of the systematic concept of innovation (A.I. Prigozhin, B.V. Sazonov, V.S. Tolstoy) distinguish two important forms of innovation process.

An innovation to the first form is introduced as a simple development. This applies to organizations that have adopted the product for the first time.

The second form refers to the large-scale development of the innovation. Innovation is both an internal logic and a dynamic system that develops legally over time and expresses its interaction with the environment.

The concept of "new" occupies a central place in pedagogical innovation. It also arouses interest in special, conditional, local and subjective innovation in pedagogical science.

Private news V.A. Slaven in n in g an iq lash ich a, current modernization involves updating one of the elements of a specific system product.

Certain elements that lead to complex and progressive renewal the sum of which is conditional news.

Local innovation with the use of innovation in a concrete object is determined.

Subjective novelty is determined by the fact that the object itself is new for a given object.

The concepts of novelty and innovation are different in scientific areas. Innovation is a tool: a new method, methodology, technology, etc.

V.I. Zagvyazinsky defined the new concept and said that the new in pedagogy is not only an idea, but also approaches, methods, and technologies that have not yet been used. However, the elements of this pedagogical process, combined or taken separately, reflect the advanced beginnings of effectively solving the tasks of education and training in changing conditions and situations.

R. N. Yusufbekova considers pedagogical innovation as a previously unknown and previously unrecorded state, result, evolving theory and content of pedagogical reality leading to practice.

In pedagogical innovation, R.N. Yusufbekova distinguishes three blocks of the innovative process structure:

The first block is a new separation block in pedagogy. This includes the classification of new, pedagogical innovation in pedagogy, the conditions for creating something new, the standards of innovation, the readiness of the new to master and use it, tradition and innovation, the stages of creating something new in pedagogy.

The second block is the block of perception, assimilation and evaluation of the new: pedagogical communities, diversity of processes of evaluation and assimilation of the new, conservatism and innovation in pedagogy, environment of innovation, readiness of the pedagogical community to perceive and evaluate the new.

The third block is the block of new use and introduction, i.e. are the laws and types of new implementation, use and wide implementation.

M.M. Potashnik's interpretations of innovation processes attract people's attention. It provides the following structure of the innovation process:

- activity structure - motive - goal - task - purpose - form - methods - a collection of methodology components;

- subjective structure-international of the subjects of innovative activity, regional, district, city and other levels;
- international, regional, district, city and other levels of level structure-innovative activity subjects;
- content structure - emergence, development and customization of innovation in educational work, management (etc.);
- life cycle structure based on gradation — emergence of novelty — rapid growth — maturity — assimilation — diffusion (absorption, spread) — enrichment (to get rich) — backwardness — crisis irradiation (delusion) — modernization;
- management structure - 1 interaction of 4 nights of management actions: planning - organizing - leading - controlling;
- organizational structure - diagnostic, predictive, purely organizational, practical, generalizing, implementing.

The innovation process consists of a system that includes structural structures and legal framework. In the literature on pedagogy, 4 main laws of the innovation process are distinguished:

- the law of vicious disorder of the pedagogical innovation environment;
- the law of final realization;
- the law of molding (stereotyping);
- the law of periodic repetition and return of pedagogical innovation.

In the law of vicious disorder, holistic ideas about pedagogical processes and events are broken, pedagogical consciousness is divided, pedagogical innovation is evaluated, and it widely spreads the importance and value of innovation.

Finally, the law of fulfillment is the vitality of innovation, which sooner or later, spontaneously or consciously, comes to pass.

The law of molding (stereotyping) is that in it Pedagogical innovation has a tendency to mold thinking and move to practical action. In this case, the pedagogical mold (stereotype) is forced to lag behind and become an obstacle to the realization of another innovation. will be.

The essence of the law of periodic repetition and return of pedagogical innovation is that innovation is renewed in new conditions.

Pedagogical innovation researchers distinguish two types of innovation process:

The first type of innovation is spontaneous, that is, the need for it is not taken into account in the innovation process, there is no conscious attitude to the system, methods and ways of its implementation.

The second type of innovation is the product of conscious, purposeful, scientifically based activity.

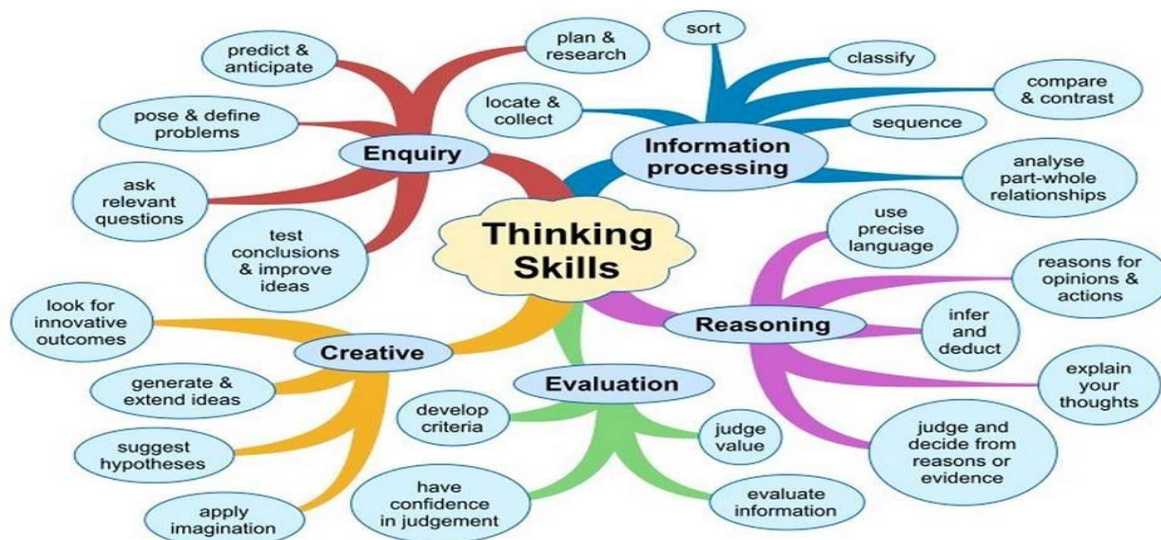
Innovative processes in the higher school were researched by V.A.Slastenin, M.M.Levina, M.Ya.Vilensky and others. The following approaches can be defined based on the innovative processes of the higher school:

- ✓ approach in terms of cultural studies (the priority development of human knowledge);
- ✓ approach in terms of personal activity (new technologies in education);
- ✓ multi-subject (dialogic) approach, i.e. professional training humanization;
- ✓ individual - creative (based on the interaction between the teacher and the student) approach.

The subject of innovative activity in the higher school is the teacher and his personal opportunity. Sociocultural, intellectual and moral capabilities of the teacher are of great importance.

In the work of S.M. Godnin, the personal qualities of the student are pedagogical illuminated as the subject of the process. It includes the following: understanding the purpose, tasks and instructions of the educational process adopted for the current and future stages of education; acquisition of new measures of intellectual work; appropriate professional self-naturalization and independent study, excellent ability to overcome difficulties, growth and satisfaction with the expanding intellectual and professional opportunities, prospects of taking a strong position, active attitude in fulfilling the function of one's social role, etc.

The important elements of the innovative pedagogical process are self-management and self-mobilization of the individual. One of its most important directions is the development of the student's cognitive activity.



This direction includes the activity of activating students' academic work, determining their professional specialization.

The main directions are education, science and production integration, transition to new principles in their interactions.

Thus, the analysis of the theory of innovative activity factors leads to the conclusion that its most important direction is humanistic axiology.

The axiological approach to innovative activity means that a person devotes himself to the process of creating innovation, a set of pedagogical values created by him.

Axiology considers man as the highest value and the only goal of social progress.

The innovative activity of the teacher is considered as a creative process and a result of creative activity. V.A. Slastenin to him in the composition of the innovative activity of the teacher approaches acmeologically. Acmeology (akte) is a Greek word that means high point, sharp, blooming, mature, best period.

B.G. Ananov, N.V. Kuzmina, A.A. Derkach and others are professional they think about the most creative periods of a person's life, the stages of maturity, which are characterized by increasing the effectiveness of the activity. They dealt with the issues of professionalism of a mature human being, mental laws in the heyday of personality development, and the issues of getting to the heights of professionalism.

VASlastenin substantiated the subjective and objective factors of acmeology that lead to high professionalism and a long creative life of a specialist. Objective factors include the quality of education received, and subjective factors include human talent and ability, production tasks. it introduces the responsibility of being able to effectively solve it, the approach of specialists.

The following are indicated as factors for achieving high professionalism:

- talent badges;
- readability;
- ability;
- talent;
- conditions of family education;
- educational institution;
- oiz behavior.

Acmeology is considered from a scientific point of view in relation to professionalism and creativity. The following categories are distinguished:

- ✓ creative individuality;
- ✓ its growth and improvement process;
- ✓ creative experience as the realization of one's potential.

The creative individuality of the teacher consists of:

- ✓ intellectual - creative initiative;
- ✓ intellectual ability of breadth and depth of knowledge;
- ✓ alertness to conflicts, a critical approach to creativity, from the body the ability to fight for creativity;
- ✓ Thirst for information, aversion to unusualness in problems emotionality, professionalism, thirst for knowledge (N. V. Vishnekova).

V. A. Slastenin is the key to realizing creative individualism defines its tasks as follows:

- ✓ enrichment of culture that has acquired a social essence;
- ✓ updating pedagogical process and personal knowledge;
- ✓ Is it a new technology that sets an effective and relevant standard? to find;
- ✓ self-determination and self-expression of a person to ensure its own development based on.

In this way, the formation of the teacher's creative individuality is understood as a dynamic innovative process of personal development and renewal.

Effective self-awareness that characterizes creative individuality includes the following: being able to understand that one's personality is unique based on comparing oneself to others; a collection of creative views and imaginations about oneself; integrity and harmony of individual creative identity, internal unity; the process of dynamism and originality in the individual's development and his formation as a creator; that a person can express himself and is ready to do certain things; to be able to present oneself as a creator and to realize one's self in personal and social situations (V.A. Slastenin).

The acmeological approach to the analysis of the structure of innovative activity allows to reveal the laws of the teacher's personality development in reaching the peaks of his professional skills.

The most important characteristic of the teacher's innovative activity is creativity. The term creativity appeared in Anglo-American psychology in the 60s. It means the ability and quality of an individual to create new concepts and new skills.

J. Gilford describes a number of individual abilities that describe creativity shows:

- fluency of speech;
- being able to plan according to the purpose;
- Uniqueness (originality);
- curiosity;
- the ability to create hypotheses;
- imagination, fantasy (fantasy.)

M.N. Gnatko defines creativity as a person's creative ability, social as creative He considers it a special quality of human individuals conditioned by the ability to show activity.

When defining the concept of creativity, he uses the process-result description, and when defining creativity, he uses the subject-conditionality description. The criteria of creativity, its psychological mechanisms, the development technique of creative thinking were studied in the works of V.A. Kan-Kalik, Ya. A. Ponomarev, S. Yu. Stepanov, T. V. Frolov and others.

D.B. In the works of Bogoyavlenskaya, the units of creative analysis are defined. As such a unit, the author shows intellectual activity and distinguishes three stages of it:

- ❖ effective or sluggish phase of stimulation. This stage of the person is characterized by accepting the task assigned to him without initiative;
- ❖ heuristic stage of intellectual activity. At this stage, the analysis of the composition and structure of one's own activity continues, some tasks that provide an opportunity to discover new things and make a rational decision are compared;
- ❖ creative stage of intellectual activity. At this stage, the empirical data included in qo4 remains a target for future research. Stimulating, effective and heuristic stage is characterized by backward (extensive) mental activity, creative stage is

characterized by intellectual activity. N.M. Gnatko mechanisms of creativity. offers to study in the following sections:

- ❖ potential creativity;
- ❖ creativity in activity.

Potential creativity - according to N.M. Gnatko, a certain external is a creative activity that means the potential location of an individual, which is theoretically ready to become active creativity under conditions. Potential creativity is a necessary subjective condition of creativity.

Creativity in activity - creative activity in some type of activity One or another type of activity that ensures the direct readiness of the presenter creates connections of individual descriptions of a descriptive potential creative individual. Active creativity is the most important subjective condition of creativity (N.M. Gnatko).

Research shows that potential creativity is creativity that can be realized. Transferring it to creativity in activity is inherent in its mastery by the bearer (subject) of a certain type of activity it is done by making changes.

V.A. Slastenin, N.M. Gnatko's routine of potential creativity agreeing with their views on changing creativity in activity based on imitation, complementing it, they believe that creativity develops through imitation, copying, and creativity based on imitation leads to real creativity.

Innovativeness represents the pedagogical process and refers not only to its didactic device, but also to the socially significant results and mental image of the teacher.

The nature of the innovation processes in the higher school is determined by the features of introduced innovations, the professional capabilities of teachers, and the innovative activities of the initiators and participants of innovations.

One of the most important issues in innovative activity is the personality of the teacher. A teacher-innovator should be a productive creative person, have a rich inner world that loves creativity, wide-ranging interest and occupation, and be keen on pedagogical innovations.

Educational activities of students and their management are of particular importance in the organization of innovative activities.

Studying the pedagogical foundations of innovation processes, communication functions, development laws, mechanisms and technologies of its implementation, management principles allows to organize the educational process of the higher school at the level of world standards based on the achievements of modern pedagogy and psychology.

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