

Content of Innovation and Innovative Activity of the Teacher

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Abstract--*The article deals with analyzing the content of innovation and the essence of teacher's innovative activity. The difference of innovation from any novelty is it needs to have a flexible mechanism for managing and controlling. In essence, innovation is a dynamic system for bringing innovation to a relationship or process. Introducing innovation as a system by itself represents the attitude or process of the relationship, firstly, the internal logic and, secondly, the gradual development and interaction of the innovation being introduced over a given period of time. Innovative activity is the main activity that determines the success of a teacher, and it is a qualitative reconstruction of the professional and methodical skills of the person. Innovative activity begins with the search for a new idea. Pedagogical innovation requires a new approach from the teacher as it focuses on addressing an important and complex issue in the educational process. Currently, a high attention is being paid to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. The teacher facilitates the development, formation and education of the individual through this process and at the same time serves as a manager and a guide.*

Key words--*innovative technologies, learning process, type of innovation, interactive methods, effective introduction, content, conditions.*

I. INTRODUCTION

Nowadays it is important for teachers to have the skills and abilities of innovative activity. Teachers are required to have an innovative approach to acquiring the skills and abilities of innovative activities. In essence, the innovative activity of teachers is based on the acquisition of skills, skills, and innovative approaches. The emergence of an innovative approach to educators is also a complex process that goes through several stages.

The core of innovative technologies is the design of the pre-learning process so that the teacher and the learner can collaborate to achieve a guaranteed result. So, innovation is not about bringing innovation to the learning process, but adapting the learning process to the needs, wishes and aspirations of the students, and teaching the students to read independently, but not to give them the knowledge they need.

One of the most important aspects of modern education is the achievement of the innovative character of pedagogical activity. The problem of the innovative nature of pedagogical activity in developed countries began to be seriously studied since the 60s of the last century. Specifically, H. Barnet, J. Baset, D. Hamilton, N. Gross, R.

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Carlson, M. Miles, D. Chen. Innovative activity is an innovative approach to pedagogical activity, justification of innovative ideas and their effective introduction into practice, informing the innovations of foreign countries and republics about the practical activities of their active use in pedagogical activity.

According to V.I. Slobadchikov "Innovative activity is an activity aimed at solving problems arising as a result of incompatibility with new social requirements and traditional norms, or the emergence of a new standard of practice".

II. MATERIALS AND METHODS

Human activities differ from each other in their goals. For example, creative activity, scientific activity, pedagogical activity, entrepreneurial activity, educational activity, management activity and innovative activity. As a result of changing the content, conditions and means of activity, the moral culture of the person is improving (Clarín M.V. 1989).

B. Ziyomammedov explains as "Pedagogical activity is the realization of the formation of human qualities and national qualities in accordance with the scientifically-based plan to meet society's educational needs, that is, socially important activities that prepare the young generation for life".

Today, as a result of the emergence of new ideas in the field of pedagogy - pedagogical innovation and renewal of the educational process, a new direction in the pedagogical activity of the teacher has emerged as the concept of "innovative activity of the teacher."

There is an opportunity to describe the concept of innovation activity through the analysis of innovation in education system, its implementation, innovation management. Innovative activity is the driving force behind the pedagogical team. Innovation is an important part of practice and theory, and is a system of social subjects' actions aimed at improving the quality of the socio-cultural object, and not just the ability to solve a particular problem, but also the motivation for solving problems in any situation. The central issue of teacher innovation is the effective organization of the learning process. "As all practicing teachers know, the main task of a teacher is to raise students' enthusiasm for learning and not to undermine or undermine their existing motivation (for example, the tasks and materials provided by the teacher)."

According to I.P.Podlasy, educational innovations lead to the following changes:

- A complete change of the pedagogical system;
- Changes in the educational process;
- Changes in pedagogical theory;
- changes in teacher activity;
- renewal of student activities;
- change of pedagogical technology;
- updating of educational content;
- changes in the forms, methods and means of teaching;

- change in the management of the education system;
- changes in learning objectives and outcomes

The process of innovation is not only structural, it is also subject to certain regularities. The following four laws are specific to this process:

Rule 1. Critical instability of the pedagogical innovation environment

Rule 2. Fulfillment

Rule 3. Molding

Rule 4. (stereotyping) Periodic repetition of pedagogical innovation

Under the law of critical instability, holistic perceptions of pedagogical processes and events are changed, the pedagogical innovation formed is evaluated, and the value and value of the novelty are recognized.

The law of implementation reflects the viability of the novelty, according to which new pedagogical innovations are spontaneously or consciously implemented in a very fast or rapid manner.

The stereotyping law describes that many educators have a new vision and are active in bringing innovation to practice. In the process, ideas that are initially innovative are starting to hamper the realization of more advanced innovations.

The regularity of repetition and reversal of pedagogical innovation implies that the news is revived under new, more favorable conditions.

Usually, the implementation of pedagogical innovations is of two types:

1. The implementation of pedagogical innovations is spontaneous, that is, the innovation process does not take into account the need for pedagogical innovations, and there is no conscious response to the existing conditions, methods and approaches to their implementation.
2. Practical implementation of pedagogical innovations is systematic, that is, pedagogical innovations are implemented in the innovation process as a product of conscious, purposeful, scientifically grounded activity.

Innovative activity should be considered in a particular social practice space. From the point of view of this particular subject of practice, new activities that can bring significant changes to the existing tradition can be considered innovative.

III. DISCUSSIONS

The infrastructure of innovative activity is made up of organizations that offer the services required to carry out innovative activities. Hence, in-service institutes, district (city) methodical boards, school methodical associations should provide the services necessary for teachers to innovate.

Accordingly, "not all teachers are aware of and can perceive innovative changes," Nishonaliev wrote, "but the main thing is that the teacher is psychologically ready to feel the innovation."

Innovation activity is a continuous innovation, which is formed and improved over time. Based on the views of pedagogical scholars who have studied the features of teacher innovative activity, the following may be considered as key features of innovative activity:

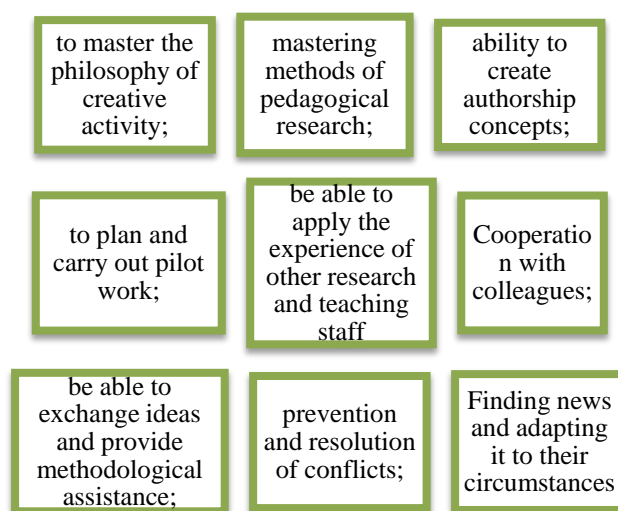


Figure 1: Key features of innovative activity

Addressing the problem of preparing teachers for innovative activities has come as a result of the growing understanding of the dynamics of innovation processes in society. His analysis not only includes the use of state-of-the-art science and technology, but also includes processes such as searching, creating, adapting, implementing and re-evaluating the results.

One of the scientists who studied the structure of innovative activity, V. Slavenin, described it as follows: “The structure of innovative activity - creative approach, creative activity, technological and methodological preparation for innovation, new thinking, culture of communication. Levels of innovative activity: reproductive, heuristic, creative (Makhmutov M., 1993).

In the era of innovation, innovations, innovations, and learning come into play. The purpose of preparation for innovative activity is to develop the teacher's innovativeness, skills and ability to work independently, improve the skills of teaching and extracurricular activities using new pedagogical technologies and interactive methods.

“The innovative activity stems from the teacher's dissatisfaction with his work. It is based on the fact that the teacher encounters some obstacles to solving a particular pedagogical task and successfully solves it. ”

Innovative activity begins with the search for a new idea. Pedagogical innovation requires a new approach from the teacher as it focuses on addressing an important and complex issue in the educational process.

There are a number of psychological barriers to preparing a teacher for innovative activities. The first is that it is very difficult for the teacher to go beyond what he or she is accustomed to - that is, the lack of creativity in the teachers, and another reason is that new and unknown things always cause fear and anxiety in people.

A.M. Khan distinguishes two types of psychological barriers that arise in teachers' innovative activities: cognitive psychological barriers and regularly emerging barriers. While cognitive psychological barriers are perceived as lack of knowledge about novelty, perceptions of novelty and inactive behavior, regular psychological barriers are manifested in the insecurity of the news, insecurity in leadership, inability to support the initiative, and in the fight against innovators.

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2. Practical implementation of pedagogical innovation is spontaneous, ie pedagogical innovations are introduced into practice as a product of conscious, purposeful, scientifically grounded activity in the innovation process.

The implementation of educational innovations into the pedagogical process takes several stages. These are:

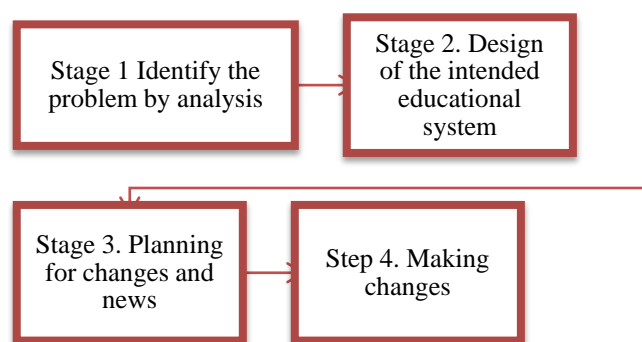


Figure 2: Stages of the implementation of educational innovations

Hence, the development of science, technology, production and technology will also bring about radical changes in the education system. The modernization of the education system depends on the needs of the state and society for qualified personnel and the individual's need for quality education.

The use of pedagogical technologies in educational practice is an integral part of the modernization of the education system. In modern conditions, technologicalization of educational process allows to achieve the expected result with little effort and time, improve the quality of education and increase its effectiveness (Azizkhodzhaeva N.N. (2002).

IV. CONCLUSION

Pedagogical innovations characterize the consistent introduction of innovations into pedagogical activity. The educational system and process are evolving according to the didactic possibilities of pedagogical innovation. The teacher's innovative activity is a driving force for the teaching team, motivating and encouraging the creativity

and guaranteeing the quality of the educational process. Therefore, every teacher needs to be able to fully implement the innovations in their work, fully understanding the nature of innovation.

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