

## DEVELOPMENT OF TEACHER INNOVATION ACTIVITY

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**Abstract:** This article discusses the factors and stages of the development of teacher innovation, educational innovations, conditions and criteria for modernization of the education system, types of educational innovations.

The views of Western scientists on the organization of innovative processes in higher education institutions and the classification of innovations are presented.

**Keywords:** innovation, educational innovations, modernization, education system, innovation, innovative processes, innovative activities of the teacher.

In the introduction to this article, the education system is currently improving as one of the most important sectors of the country. In particular, improving education based on the experiences of developed foreign countries is also considered an important aspect. The rapid development of science, technology, production and technology has opened up new prospects for development in all spheres of social life. The centuries-old experience of mankind in building the state and society has led to the adoption of progressive approaches to regulating social relations based on new approaches. The essence of this approach has been generally expressed in recent years using the concept of "modernization". The process of modernization of education is inherently dependent on innovation. Innovation is a set of terms that represent the transformation of "quantity" into "quality" in education, that is, a strong level of quality - through new and effective approaches and strategies, such as interactive activities in the classroom, creating opportunities for expression of ideas, and learning from life experiences. . It should be noted that in improving the quality of education, it is important to equip teachers with modern knowledge, in other words, to develop the innovative activities of teachers. First of all, it is necessary to define the concept of quality of education. The quality of education is a set of consumer characteristics of educational services that ensure the compliance of education as a social system, process and result with the needs and interests of the individual, society and the state, and the ability to meet the needs of human development.

If we pay attention to the main factors determining the quality of education, then the intellectual and spiritual potential of the educational institution - along with the composition of teachers, educational and methodological support, student graduates, material and technical support, also includes aspects such as the principles of pedagogical diagnosis of the quality of education - fairness, regularity, and demonstrativeness. It should be emphasized that the educational process is unique, and modern innovative requirements are imposed on the professors and teachers working in this process. . The educational process in the higher education system is a pedagogical process aimed at the acquisition of scientific knowledge, skills and qualifications, the development of creative abilities, worldview and moral beliefs of students, as well as the organization and stimulation of active educational and cognitive activity. The teacher of the higher education system is always at the center of the innovative process

taking place in the system. All actions are aimed at innovative activity and, through it, its manifestation.

Innovation is defined in dictionaries as "new - something created for the first time, something that has recently appeared instead of something that was previously known, something that has been rediscovered in the recent past or present, something that is not well known.

**Types of educational innovations.** The rapid development of science, engineering, production, and technology has opened up new prospects for progress in all areas of social life. The centuries-old experience of mankind in building a state and society has led to the development of progressive approaches to regulating social relations based on new approaches. The essence of these approaches has been generally expressed in recent years using the concept of "modernization".

**Modernization** (from the English "modern" - modern, advanced, updated) is considered to be the renewal of an object in accordance with new requirements and standards, technical instructions, quality indicators.

The following priority tasks are solved in the modernization of the education system:

- ensuring the equal right of each person to receive a full education and the openness of education;
- achieving new quality indicators in the system of continuing education;
- formation of effective regulatory, legal and organizational and economic mechanisms in the system of continuing education based on the attraction and effective use of new educational resources;
- development of the social status and professional competence of education system employees based on the support of the state and society;
- in accordance with the principle of state and public management of the education system, the role of participants in the educational process - students, teachers, parents and educational institutions - is to be increased.

The process of modernization of education itself depends on innovations.

Pedagogical innovations are used to bring about positive changes in the relevant field and achieve qualitatively high results. The justification of this type of innovation occurs at certain stages. They are as follows:

Pedagogical innovations, by their nature, have the following structural structure:

1. A block highlighting the innovations in the field (it reflects new ideas in pedagogy, the classification of pedagogical innovations, the conditions that serve to justify them, the standards that determine the level of innovation, the readiness of educators to master innovations and effectively use them in practice, traditions and innovative initiatives, and the stages of creating innovations in the field).
2. A block representing the perception, assimilation and evaluation of innovation by teachers (it reflects the evaluation and assimilation of innovations by pedagogical teams - various innovation processes, conservatism and innovation, innovation environment, and the readiness of pedagogical teams to perceive and evaluate innovation).
3. Innovation use and implementation block (in which the implementation of innovations into practice and their effective use occurs).

Classification of innovations, according to the classification of P.K. Pidkasisty, is divided into such types as technological, methodological, organizational, managerial, economic, social, legal. Only a teacher who can correctly apply these types in his work will be able to organize his work

correctly, and these processes will pave the way for innovative activity. The content of the teacher's innovative activity is as follows:

- 1) the need to change one's pedagogical activity;
- 2) to perceive, learn, and know the innovation based on the motivation for innovative activity;
- 3) to develop a project for adapting and applying the selected innovation to pedagogical activity, to be able to foresee the result of the project;
- 4) to create a procedural and instrumental support for overcoming objective and subjective obstacles to the implementation of the innovation and to introduce the innovation;
- 5) to improve their professional and pedagogical training through this activity by analyzing the results of innovative activities and making adjustments to the project;
- 6) to acquire a personal essence of innovative activities through the popularization of best practices, and to change their views on their own pedagogical activities.

Scientists involved in the theory of teacher innovation, V.V. Davydov and L.V. Zankov, say that the main functions of teacher innovation are the following positive changes in the pedagogical process and its components:

- 1) changes in purpose;
- 2) changes in the content of education;
- 3) introduction of new means of education;
- 4) new models of education;
- 5) new methods of education;
- 6) promotion of new ideas for the development of students. Pedagogical innovations should determine the criteria for the activities of every modern teacher.

The criteria for the effectiveness of pedagogical innovations are defined as follows:

- optimality (the effort and means that the teacher and student spend to achieve the expected result);
- effectiveness (the stability of positive results in the teacher's work);
- the possibility of creative implementation of innovations in mass experience. The process of preparing a future teacher for innovative activity takes place in the following stages:

**Stage 1.** Creating an innovative educational environment in general secondary, secondary specialized, and vocational educational institutions and forming initial ideas about educational innovations by perceiving innovations in this environment and arousing interest in them based on the participation of future personnel as learning subjects.

**Stage 2.** To form a need for innovation and motivation in students during their active participation as a learning subject in the innovative educational environment of a higher education institution by perceiving innovation, distinguishing it, evaluating its positive and negative aspects, and analyzing the possibilities of its application in specific situations.

**Stage 3.** Formation of special preparation for innovative pedagogical activities in the future teacher through an integrative course based on knowledge in pedagogy, computer science, and specialized disciplines.

**Stage 4.** Comprehensive testing and improvement of the future teacher's skills in designing, organizing, implementing, evaluating, and making adjustments to innovative pedagogical activities based on theoretical and practical knowledge during pedagogical practice.

Stage 5. Development of innovative pedagogical skills and qualifications of teachers in advanced training and retraining courses for pedagogical personnel.

There are specific approaches to organizing innovative processes in higher educational institutions. They are:

1. Gnostic-dynamic approach (according to which, teachers consistently acquire knowledge, skills, and competencies related to pedagogical innovations, their types, creation, and application in practice, advanced pedagogical (educational) innovations created in foreign countries, and their study, taking into account local conditions, and their use in practice, and gain experience in the active application of pedagogical innovations in their activities).

2. Individually active approach (in which teachers rely on their individual capabilities, abilities, and experience, achieving a certain consistency in the application of pedagogical innovations in practical activities).

3. **Multi-subject (dialogical) approach** (this approach represents the use of innovations in the pedagogical process by colleagues, in particular, familiarization with the activities of teachers with many years of work experience, professional skills and experience, and their recommendations and instructions for the effective, targeted and continuous application of educational innovations).

4. **Humanistic approach** (this approach serves to highlight the appropriateness of taking into account the capabilities, desires, interests, level of knowledge, skills and qualifications of learners when applying innovations in the pedagogical process).

5. **Individual-creative approach** (according to which each teacher organizes educational and upbringing processes based on creative developments, based on the subject being studied, the essence of the educational material, as well as their own capabilities, potential, skills, and work experience).

"Innovative activity is an activity aimed at solving problems that arise as a result of the incompatibility of traditional norms with new social requirements, or the conflict of a newly emerging norm of practice with an existing norm," emphasizes V.I. Slobadchikov.

Human activities differ from each other according to the goals they set for themselves. For example, creative activities, scientific activities, pedagogical activities, entrepreneurial activities, educational activities, management activities, and innovative activities. As the content, conditions, and means of activities change, human moral culture improves.

In general, the innovative activity of a teacher is also associated with his creativity. Creativity is manifested in each of his pedagogical activities. These are,

When introducing a new topic.

At the end of the presentation of a new topic.

In forming students' skills in working with text.

As a means of interactive methods.

As a means of organizing work in pairs or small groups.

As homework.

In a review-generalization lesson.

In control-evaluation lessons.

The credit-module system, which is a completely new teaching technology for today's Uzbek education, requires each professor and teacher to demonstrate innovative and creative activity. This process requires educational subjects to be constantly aware of modern traditions and new trends in education.

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