

CONDITIONS FOR THE FORMATION OF TEACHING INNOVATION ACTIVITIES

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Abstract

Innovativeness expresses the pedagogical process, and retirement refers to its didactic construction, to the socially significant results and mental image of the teacher of maybe. The study provides for the implementation of innovative activities in the dynamics of the meeting and mutual enrichment of various contradictions. The study is subject to a number of conditions of effective implementation of innovative activities. Education in teaching him involves a disinterested attitude towards opposite opinions, a willingness to read the recognition of the rating situation in the species. As a result of this, the teacher acquires a comprehensive topic (motivation) that provides his knowledge and knowledge. In the activity of the teacher, self-activation, Self-knowledge and creativity of the subject (motivation) plays an important role. This provides an opportunity to shape the creativity of the teacher's personality.

Keywords: Innovativeness, teacher's personality, implementation.

INTRODUCTION

An important condition for innovating is to create a new situation of communication. A new situation of communication is the teacher's ability to create his own position of independence, a new attitude towards the world, pedagogical science, towards himself. The teacher does not become entangled in his points of view, he opens up and perfects through rich forms of pedagogical experiments. In such situations, the teacher's methods of thinking, mental culture change, his emotional feelings develop.

The next condition is that the teacher is content with culture and communication.

The innovative activity of the teacher is aimed at changing reality, determining the solution of its problems and methods.

The change in the pattern of communication between the teacher and the student is one of the conditions of innovative activity.

As in the tradition of new relations, they should be free of such elements as submission to the government. They must be built in the form of cooperation, mutual management, mutual assistance of equals. The most important feature in their relationship is the cooperation of the teacher and the student in creativity.

Innovative activity is explained by the following main functions:

- * conscious analysis of professional activity;
- * critical approach to norms;
- * sociability in relation to professional innovation;
- being in a creative attitude to the world;
- realize their capabilities, embody their lifestyle and aspirations in their professional activities.

Hence, the teacher appears as the author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the current conditions of development of society, culture and education, the need for the activities of teacher innovation is measured by:

- * socio-economic renewal requires a radical update of the educational system, methodology and technology of the educational process. In such conditions, the innovation activity of the teacher will consist in the creation, assimilation and use of pedagogical innovations;
- * humanization of educational content constantly necessitates the search for new organizational forms, technologies of

teaching;

* a change in the nature of the teacher's attitude towards the assimilation of pedagogical innovation and its implementation.

The analysis of the innovative activity of the teacher requires the use of certain norms that determine the effectiveness of the introduction of innovation. Such norms include - innovation, optimality (optimiznost), high efficiency, the possibility of creative application of innovation in mass experiments

Innovation as a norm of pedagogical innovation reflects the essence of the new, the level of innovation, which is proposed in itself. Pedagogical scientists distinguish between absolute, bounded absolute, conditional, subjective levels, which differ in the degree and area of popularity of the application of novelty.

The norm of acceptability indicates the efforts and Means spent by the teacher and the student to achieve the result.

The result indicates certain significant positive results in the activities of the teacher.

Pedagogical innovation in its essence should remain the property of mass experiments. Pedagogy brings the novelty to the activities of some teachers at first. At the next stage - after testing and obtaining an objective assessment, pedagogical innovation is recommended for mass implementation.

The innovative activities of the teacher include the analysis and evaluation of the novelty, the formation of the goal and concept of future actions, the implementation and editing of this plan, the assessment of effectiveness.

* Effectiveness of innovative activities others with pedagogical personality;

* creativity – this is fantasy (fantasy), hypothesis; the ability to be free from molds, take risks, think critically, be able to evaluate, observe in your own way, reflection;

• assessment of professional activity, which is the ability to master the methodology of creative activity; the ability to master the methods of pedagogical research; the ability to create the technology of activity of the author's concept, the ability to creatively eliminate conflict; the ability to cooperate and mutually help in creative activity, etc;

• individual ability of a teacher, this is the pace of creative activity; the ability of a person to work in creative activity; perseverance, self - confidence; responsibility, honesty, truthfulness, self-control, etc.

Innovative activity research made it possible to establish the norms of the teacher's readiness for innovative activities (V.A. Slastenin):

* awareness of the need for innovative foliation;

* involvement in creative activity;

* adaptation of personal goals with innovative activities;

* willingness to overcome creative failures;

* level of technological viability for the execution of innovative activities;

• impact of innovative activity on professional independence;

* ability to professional reflex.

The nature of innovation processes in the Higher School is determined by the characteristics of the introduced innovations, the professional capabilities of teachers, the characteristics of innovative activities of initiators and participants in innovation.

One of the most important issues in innovative activity is the personality of the teacher.

A teacher-innovator should be a productive creative person, be creative, have a wide range of interests and hobbies, the inner world should be rich, in revenge for pedagogical innovations.

Preparation of the teacher for innovative activities should be carried out in two directions:

* formation of an innovative bias towards the perception of novelty;

* teach to be able to act in a new way.

Of particular importance in the organization of innovative activities is the educational and cognitive activity of students and its management.

The study of the processes of innovation, their functions, laws, mechanisms of development and technologies for its implementation, the pedagogical foundations of management principles makes it possible to organize the educational process of the Higher School at the level of world standards based on the achievements of modern pedagogical and psychological sciences.

Structure of innovative activities of the teacher

Orientation towards the pedagogical goal and the appearance of the teacher - the appearance of the educator should have acquired aesthetic meaning. A careless look at the appearance and excessive attention also do not come true.

The dress of the teacher should also have an effective effect on the work of educating the younger generation as a

perfect person.

Kindness from the face of the teacher, restraint from his movement, gait, naturalness should be known.

How you enter the classroom, how you look, how you greet, how you push the chair, how you walk in the classroom these things all affect the child.

A young teacher must mentally prepare himself for the lesson, get rid of all kinds of fears, behave freely, not lose himself from the failure in the first lesson, work on himself must be prepared for the psyche.

Ponto mimics-movement of the torso, arms, legs. The teacher must form in the lesson a monorail of correct posture in front of the students. The movement of the torso, slave, leg should also be in place.

Facial expressions are the art of reflecting one's own thought, mood, sensation through the movement of the facial muscles. Look and face condition are sometimes more susceptible to readers than words. Especially the eye of a person acquires more expression.

An important role in pedagogical interaction is played by the teacher's skill in organizing his emotional rest, managing his own emotional state of the psyche, maintaining the most comfortable level of emotional (creative) seriousness in himself and a mood of hope, goodwill. This skill ensures the professional self - control of the educator. Maintaining a healthy nervous system for many years helps to restrain oneself from nervous breakdowns, emotional and mental boredom. Thus, the pedagogical technique of a teacher is such a set of skills that it allows the educator to convey to them his thoughts and heart through what the educators see and hear. In direct dealing with children, the same skills of a pedagogue become in his behavior. A.S.Makarenko, referring to them, «the educator must know how to organize, walk, joke, be cheerful, angry. He wrote that he should behave in such a way that each of his actions should be brought up."

Pedagogical technique is a similar sum of the teacher's qualifications that helps to effectively influence the best creative behavior of the teacher, in other words, those brought up in any pedagogical situation. Excellent pedagogical technique will free the time and days of the educator for creative work, will allow in the current of pedagogical interaction to find the necessary word when dealing with children or not to distract one's mind from explaining the tone of a sentence that has not turned out to be successful. Having mastered pedagogical techniques, the voice of the teacher does not suffer from choking or not knowing how to forget some kind of experiences that are not related to his work. So, mastering the pedagogical technique can and should lead to an increase in the level of satisfaction of the teacher with his professional activity.

Let us note the treatment of the educator with children in the field of applying skills common to all pedagogical techniques. In addition, all the qualifications of the teacher in the field of pedagogical technology in the actual pedagogical impact will be at the same time. Occurs along with speech, gestures, facial expressions, movement. Continuous self-control allows you to successfully make adjustments to the choice of effective means and.

Individual pedagogical technique will be much more dependent on the age, client, F'el nature, health of the educator, anatomical physiological characteristics.

The formation of pedagogical techniques also has a developmental effect on the less noticeable qualities of the individual, working on the expressiveness of speech, being pure, literate, affects the fluency of thinking. The acquisition of methods of independent regulation of mental activity leads to the development of emotional restraint, which is a sign of character. It is correct to say that the level of formation of pedagogical techniques skills to some extent reflects the general level of culture of the educator, that is, the pedagogical capabilities of the individual. If the speech of a pedagogue is impoverished and disordered, if he gives way to his emotions for reasons that are not these, if he has a low taste, aesthetic omi, then both the "most correct" words and the "most necessary" activities affect neither the intelligence nor the disposition of those brought up.

The direct interaction of educators with students can be considered as a kind of means of pedagogical influence on the circulation of schoolchildren.

Ways to master pedagogical techniques. The main ways to master pedagogical techniques are classes under the guidance of a teacher and independent work. Given the fact that the skills of pedagogical techniques are of an individual personal nature, it can be said that professional self - education plays a leading role in the acquisition and improvement of pedagogical techniques, that is, activities aimed at the formation of personal qualities and professional qualifications of a skillful teacher in the student himself. An important role in this movement towards the professional ideal should also be played by the acquisition of pedagogical techniques.

Organizational and methodological pedagogical technical training can be carried out individually, group or sequentially. For example, the necessary knowledge can be acquired in lectures or independent reading of relevant literature. Simple actions related to automation can be shown sequentially. The development of appropriate requires individual work first under the supervision and guidance of the teacher, and then independent work.

Qualification is an information process. Information goes from the subject of management to the object of Management in two directions, and vice versa goes from the object to the subject. The pedagogue will have very different information about those who are brought up directly from interpersonal circulation, about the collective as a whole, about the internal processes in it, etc.

In turn, the pedagogue informs his pupils both the information aimed at the goal, and the information that in his appeal to students goes into in the form of a tom meaning.

Looking at what information role we play through the means of pedagogical circulation, it is necessary to emphasize the importance of information about the personality of the student. Direct treatment allows the individual to get hit in incredibly diverse conditions and manifestations. It does not allow to note only the free and most impressive external signs, which are manifested in the behavior of the individual. While dealing with students, the pedagogue will be able to realize even very small details. It is also possible that these details are not so significant than on the surface, but on the signs of the manifestations of the necessary internal processes taking place in the individual, which are very important for understanding him. This circumstance makes it possible to deeply understand the individual, to find something under the outer layer that cannot be determined by other methods.