

Innovative Activity as A Pedagogical Problem

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Abstract

This article reflects on innovative activities, the essence of its content, its components and the application of pedagogical innovations to the educational process.

Keywords: pedagogy, innovation, education, activities, teacher, process, innovation, technology.

Introduction

As early as the first stages of implementation of the tasks set by the "National Program of Personnel Training", which is the theoretical basis for the radical reform of the educational and educational sphere of the Republic, an innovative environment was created in all educational institutions of the continuing education system. The diverse nebula of innovations entering the educational process, the required conditions and tools require a research-creative approach to the innovative activities of the teacher. The subjects of innovative activities are made up of educators-scientists, teachers and other participants in the educational process, carrying out activities of an innovative nature.

In the educational process, the content of Education, Teaching, Learning are so inextricably linked with each other that none of them can be ignored. Both teaching and learning depend on the main goal - oriented object of education and the end result-the content of Education. Since the content differs in the specific ways in which it is acquired, it also depends on the content of the study. This depends on the teacher who organizes the learning. Thus, the training of highly qualified pedagogical personnel focused on innovative activities has become a prerequisite for the development of society.

The application of innovation became public and the need for new knowledge increased. Such concepts as "new", "innovation", "innovation", "innovation process", "innovator", "innovation opportunity", "innovation environment" have entered pedagogy.

The concept of "new" S.I.Ojegov's Dictionary states that "the new first time it was created or made, instead of the previous one, it appeared recently, it was reopened in the near past or present, it was not very familiar.

If the phrase "first created" gives an idea of something that was not known at all before, then the phrases "closer since" and especially "newly opened" express that in the novelty there is to some extent an element of "old age", something that was before. Thus one can talk about two types of novelty:

1. A novelty created for the first time. This innovation is equivalent to invention.
2. To further refine the previously existing theory and adapt it to the Times.

In the National Encyclopedia of Uzbekistan "innovation (Eng. innovations – introduced innovation, invention) – funds spent on the economy to ensure the replacement of generations of technology and technology; innovations in such fields as Technology, Technology,



Management and labor organization, based on scientific and technological achievements and advanced experience, as well as their application in various fields and spheres of activity," he said.

The basic concepts of pedagogical innovation also include the concepts of "innovative opportunity", "innovative environment". The innovative potential of the school is its ability to innovate, accept, implement, and to be halos from the old, which does not meet the pedagogical goal.

An innovative environment is a specific spiritual and spiritual setting, reinforced by a complex of measures of an organizational, methodological, psychological nature, ensuring the introduction of innovations into the educational process.

The innovation process is a complex activity in the creation, assimilation, application and dissemination of innovation.

Effective management of the innovative process is carried out with a thorough study of its composition. The introduction of innovations is a process, which is carried out on the basis of several stages. In pedagogical literature, such stages as the birth of a new idea or the emergence of a concept of novelty; discovery, that is, the creation of a novelty; introduction of a novelty; dissemination of novelty in a specific area; domination of novelty in connection with the introduction of another novelty, such as the reduction of the scale of application of this novelty. B.M.Smirnov, N.L.From the analysis of the results of Ponomarev's research, the following can be noted as pedagogical laws of innovations that are included in the educational process:

- 1) Increased competition in the educational services market, the growth of an innovative component in educational content and methods in accordance with the integration of education with science and practice;
- 2) The acceleration of the process of knowledge wear and tear and, in connection with this, the growth of fundamentalization, speed and scale of Education;
- 3) Temporary derailment of the stability of the pedagogy in the conditions of pedagogical innovation;
- 4) Directing pedagogical innovations from the methods of the process of mastering knowledge according to the process and methods of forming innovative abilities;
- 5) The emergence and increase in *importance* of pedagogical innovations applied in interdisciplinary and several disciplines;
- 6) the transition of educational disciplines from special pedagogical innovations to integrated innovations;
- 7) the emergence of migration of scientific and pedagogical innovations, the increase in scale and role, the application of new knowledge to the educational process and, accordingly, the strengthening of the transmission links between science and pedagogical practice.

From such criteria, novelty, optimism, high productivity, the possibility of creative application of novelty in mass experience is considered important.

Innovation is a criterion of equal importance for scientific pedagogical research and for advanced pedagogical experiments. For a teacher who wants to carry out an innovative activity, it is important to determine what the essence of the recommended novelty is, what is its level of novelty. The psychological characteristics of each individually acquired teacher, based on



their will, it is necessary to involve him in innovative activities, since for someone who is a novelty, for someone else this may not be the case.

Optimality from the criteria for the effectiveness of pedagogical innovations - indicates the consumption of tools and forces of educators and educators in achieving the result. The minimum physical, mental and time consumption when applying pedagogical innovations to the educational process and achieving high results indicates its optimality.

The correctness of the novelty is a necessary criterion in assessing the stability of positive results obtained in the activities of the teacher, the technicality of measurement, the observability and confirmation of results, the uniqueness in their statement and understanding, the importance of new methods and paths of education in the formation of personality.

The possibility of creative application of innovation in a broad experience – as a criterion for assessing pedagogical innovation-provides an opportunity to establish specific reasons for the limited application of pedagogy due to the complexity of technical support or the specificity of the teacher's activity.

There is no single point of view in describing the concepts of teacher creativity and pedagogical innovation due to the versatility, non-reproducibility of teacher activity. Liking negative activity is a study of the content and creative character of the essence; identification of its components; identification of the views of educational subjects in this activity and its changes, professional and personal characteristics; study of the experiences of innovative pedagogical activity; is determined by studying the views of pedagogical scientists of other states.

The factors that lead to the need for innovative pedagogical activity are divided into objective and subjective factors related to each other. Objective factors include the social, general, pedagogical needs of educational practice; social factors are associated, first of all, with the assessment of the impact of innovation on the development of society. The connection of pedagogy with other disciplines about man gives rise to the general factors of introducing innovation into the educational process. Pedagogical factors of innovative pedagogical activity are associated with the development of modern pedagogical science and pose the problem of introducing into practice a new pedagogical idea, theory, concepts as the basis of innovative processes in the educational process.

The subjective factors of the innovative orientation of pedagogical activity are the conscious need of most teachers to create, assimilate and apply pedagogical innovations.

In conclusion, the lack of preliminary technical, organizational, psychological, personal preparation of innovations; the absence of an innovative environment in an educational institution is in many cases the reason why innovations remain unrealized. In addition, the fact that many teachers have little information about pedagogical innovation, participate in the innovation process and, in particular, are not methodically prepared for its organization, the "resistance" of some teachers to innovation also weakens the intensity of applying pedagogical innovation to the educational process. The way out of this situation is to form the preparation of future teachers for innovative pedagogical activities in the educational process of pedagogical higher education institutions.

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