



THE INNOVATION PROCESS IS A PRIORITY IN THE DEVELOPMENT OF PEDAGOGICAL SCIENCES

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Article history:	Abstract:
Received: 28 th February 2021 Accepted: 7 th March 2021 Published: 30 th March 2021	In an innovative environment, the management of pedagogical activities requires attention to a number of specific aspects. One of the important means of effective mastering and implementation of innovations in pedagogical activity is the development of innovative potential of teachers.
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In any period, it has become important to identify priorities for the development of the education system. In modern conditions, two aspects are emphasized in determining the priorities for the development of the education system and pedagogical disciplines. That is: 1) creation of new innovations; 2) application of innovations in educational practice.

Innovative processes in education, as a rule, are considered in relation to three main aspects - socio-economic, psychological-pedagogical and organizational-managerial. From the content of these aspects, the general conditions for the emergence of innovative processes are created. Existing conditions may also hinder the implementation of the innovation process. Innovative processes can be managed spontaneously as well as consciously. Innovation input is primarily a function of managing the process of natural and artificial change. Therefore, the innovative process in education is the process of managing change in education.

The innovation process, in addition to innovative activities, covers many conditions for its implementation, including the subjects of activity. The subject of the innovation process is the person involved in the process of innovation in educational institutions (rector, vice-rector, heads of departments, professors, students, parents, sponsors, methodologists, consultants, experts) and education authorities. The unity of their movement leads to the achievement of certain results. As a subject of the innovation process, the teacher plays a major role in the mastery and application of innovation. This aspect requires attention to a number of specific aspects in the management of pedagogical activities in an innovative environment. Typically, managers in higher education institutions talk a lot about the fact that in the process of introducing innovations, the behavior of professors and teachers manifests itself in different forms (some resist the introduction of innovation, some completely deny it). In fact, this is a natural process, and the introduction of innovations should take into account the following stages in the management of pedagogical activity and influence them on this basis: denial of innovation, resistance to innovation, start researching innovation, expanding the scope of innovation, making innovation a tradition.

The first stage of denial manifests itself in the fact that team members are not ready to accept a new idea, they want to work in the previous direction. At this stage, it is important for the leader to be able to provide more information about the new idea, to demonstrate its capabilities and effectiveness.

The second is that in the resistance phase of innovation, the leader faces open opposition from team members. That is why at this stage the leader must gather and support the members who support the idea put forward by him.

The third - in the stage of researching innovation, educators, after a certain break, perceive new ideas, begin to apply new methods of activity. At this stage, the "mental attack" by the leader has a positive effect on the organization of innovative activities of the team.

The fourth is the expansion of the scope of innovation, that is, the stage of broad development of creative groups. The goal of rapidly improving the coordination of innovative activities is defined, new content is sought, new rituals are created.

Fifth - at the stage of making the application of innovation a tradition, the innovation is firmly embedded and introduced into the educational practice of the educational institution.

The effectiveness of pedagogical activity, which is constantly enriched by changes and updates within the course of short courses over a period of time, is not fully ensured. One of the important means of effective mastering and implementation of innovations in pedagogical activity is the development of innovative potential of teachers.

The innovative potential of an educational institution is its readiness for self-development, the diversity of cultural and educational environment and conditions for self-development of the individual, as well as a high level of communicative relationships. The innovative potential of an individual teacher is the sum of socio-cultural and creative

features of his personality, readiness to improve pedagogical activity and the availability of the necessary internal tools and methods.

Innovative potential in higher education institutions is considered an important condition of the innovation process and includes three components: the innovative potential of the teaching staff of higher military education, the innovative potential of creative groups and the innovative potential of the individual teacher.

The development of innovative potential in higher education institutions has a dynamic character and occurs under the influence of internal (subjective) and external (objective) factors. That is why it is important to take into account the importance of internal and external factors influencing the development of innovative potential as a means of professional development of teachers. Based on the analysis of research and literature on pedagogical innovation and innovation management, it can be said that today there are the following factors that hinder the development of innovative potential of teachers:

- 1) incomprehensibility of innovation (news) to users;
- 2) if the introduction of the proposed innovation requires a lot of effort, and teachers have limited opportunities, this may be a factor in stopping the adoption of the innovation;
- 3) lack of sufficient motivation by the subject to master the innovation;
- 4) resistance to the reception of news and its lack of transparency.

The structure of the process of organizing innovative capacity is complex, and the level of capacity development requires innovative opportunities, the satisfaction of teachers with the effectiveness of their work. Based on this definition, the following components of innovation potential can be identified:

1. The technological component is characterized by the level of professionalism, skills of teachers, production technologies, management and implementation of innovations in the organization.

Technological readiness of teachers for innovative activities is reflected in the following:

- 1) the ability to critically evaluate the results of their activities;
- 2) increase the level of their professional competence;
- 3) the ability to positively perceive new information;
- 4) the orientation of the organizational culture and psychological environment to innovative activities.

2. The cognitive component reflects the awareness of team members about upcoming updates, as well as the level of professional knowledge of the innovation subjects.

3. The creative component determines the presence of a creative approach in teachers in the implementation of professional activities, their ability to think non-standard in problematic situations.

4. The organizational culture, value orientation, social attitudes, behavior of team members, manifested in the psychological environment, reveal the essence of the regulatory component of innovative potential.

5. The process of mastering innovation by team members, the impact on their activities, its strengthening or weakening is determined by the emotional component.

6. The motivational component consists of identifying the attitudes of team members to innovation: encouraging innovative activity, defining its boundaries and forms, aimed at achieving the goals of the educational institution.

Motivational-creative orientation requires the following needs and abilities of teachers:

- 1) search for non-standard approaches to solving pedagogical problems;
- 2) implementation of research activities;
- 3) use and develop existing knowledge to apply innovations in practice;
- 4) implementation of pedagogical reflection;
- 5) be able to quickly adapt to changes in socio-economic and pedagogical conditions.

In the field of pedagogy, approaches have been developed to assess the innovative potential of the team, among which the diagnostic approach is widespread. The implementation of a diagnostic approach requires the diagnosis and analysis of the level of development of the team on the basis of clearly defined criteria and the assessment of factors influencing innovative activity.

The following factors can influence the development of innovative potential of teachers:

- 1) the provision of freedom for the creative work of teachers;
- 2) management support for the provision of innovative teachers with resources;
- 3) active discussion and exchange of ideas in the team;
- 4) encouragement of passion for the development of professional competence;
- 5) providing opportunities for self-development of the teacher;
- 6) establishment of a high level of information support;
- 7) the validity of the argument for change;
- 8) support the process of trust and mutual assistance in the team.

One of the most pressing problems of pedagogy in the context of an innovative environment is the difficulties that arise in the work of teachers, the failure to solve this problem leads to the following negative consequences: 1) teacher dissatisfaction with their work; 2) decrease in the efficiency of pedagogical work; 3) increased mental stress; 4) accumulation of occupational deformations and others.

In teachers with functional stability, complex situations arise in connection with the complication of pedagogical stereotypes. This requires the teacher to show professional initiative self-expression.

Challenges for skilled educators are related to overcoming innovative barriers. Obstacles to pedagogical activity often manifest themselves in the form of restrictions on pedagogical activity.

Difficulties in the work of young teachers, first of all, the gradual improvement of their professional development, their psychological support in solving problems related to professional activity, self-confidence, responsible decision-making, as well as strategies for successful action in changing situations.

Thus, innovation has come a long way since the advent of educational practice to improve quality by introducing innovations into it, targeting the existing education structure, and sometimes introducing elements of modification, refinement, and improvement. Innovation is the practical use of technical, technological inventions and achievements. It means innovation in education as a pedagogical category. Innovation is often about introducing and applying new methods, techniques, tools, new concepts, new curricula, teaching methods, and more. The innovative activity of the teacher is determined by this. In modern conditions, it is expedient to decide on an innovative approach to professional and pedagogical activity in teachers of educational institutions.

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