

## IMPORTANT COMPONENTS OF DIRECTING STUDENTS TO INNOVATIVE ACTIVITY IN THE CONDITIONS OF ECONOMIC DEVELOPMENT

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**Abstract.** Other types of teaching methodology are organized on the basis of philosophical and logical models developed by several scientists, for example, the Socratic method, the communication method, or the corporate method. After that, organization on the basis of educational models of teaching began to be implemented on a large scale. In this case, students' learning of a certain field or subject was carried out on the basis of special methods, models, educational standards or strategies. In some models, the teacher is in a dominant role and solves all the teaching tasks himself, in others, students are given full freedom and they are taught on the basis of democratic principles, and in others, the student and the teacher, the process of equality and creative exchange of ideas was implemented, and the interactive learning process was implemented through mutual communication.

**Key words:** Pedagogical technologies, methodology, pedagogy, practice, result, method, principle.

Methodological bases of the research: the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan "On Education", the "National Program of Personnel Training" of the Republic of Uzbekistan, the modernization of education by the President of the Republic of Uzbekistan I.A. Karimov, views on broad involvement of innovative technologies, Government decisions.

The current educational development has brought a new direction - innovative pedagogy to the field. The term "innovative pedagogy" and researches related to it appeared in Western Europe and the USA in the 60s. The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it. Innovation (English innovation) is innovation.

A. I. Prigozhin understands the purposeful changes that introduce new, relatively stable elements to a certain social unit - organization, population, society, group. This is the activity of the innovator.

Researchers distinguish two approaches to studying the components of innovation processes: the individual microlevel of innovation and the microlevel of the interaction of individually introduced innovations. In the first approach, some new idea introduced to life is highlighted. In the second approach, the interaction of separately introduced innovations, their unity, competition and, as a result, the replacement of one by another.

When analyzing the microstructure of the innovation process, scientists distinguish the concept of periodicity of life. This concept stems from the fact that innovation is a measurable process.

In the literature on pedagogy, a scheme of the innovation process is given. It covers the following steps:

1. The stage of the birth of a new idea or the emergence of a new concept, it is also called the stage of discovery.
2. Inventing, that is, the stage of creating something new.
3. The stage of knowing how to apply the created innovation in practice.
4. The stage of spreading the news, its wide application.
5. The stage of dominance of innovation in a certain field. At this stage, the novelty loses its novelty, and a more effective alternative appears.
6. On the basis of a new alternative, the stage of reducing the scope of the innovation through replacement.

The authors of the systematic concept of innovation distinguish two important forms of innovation processes. A simple development of innovation is included in the first form.

This applies to organizations that have adopted the product for the first time. The second form refers to the large-scale development of innovation. Innovation is both an internal logic and a dynamic system that develops legally over time and expresses its interaction with the environment. The concept of "new" occupies a central place in pedagogical innovation. It also arouses interest in special, conditional, local and subjective innovation in pedagogical science. A proprietary innovation involves updating one of the elements of a specific system product in a current upgrade. Conditional innovation is a combination of certain elements that lead to complex and progressive innovation. Local novelty is determined by the use of novelty in a concrete object. Subjective novelty is determined by the fact that the object itself is new for a given object.

The concepts of novelty and innovation are different in scientific areas. Innovation is a tool: a new method, methodology, technology, etc. The innovation process is a system that includes structural structures and laws

consists of In the literature on pedagogy, 4 main laws of the innovation process are distinguished:

- ✓ the law of vicious disorder of the pedagogical innovation environment;
- ✓ finally the law of realization;
- ✓ the law of molding (stereotyping);
- ✓ the law of periodic repetition and return of pedagogical innovation.

In the law of vicious disorder, holistic ideas about pedagogical processes and events are destroyed, pedagogical consciousness is divided, pedagogical innovation is evaluated, and it widely spreads the importance and value of innovation. Finally, the law of fulfillment is the vitality of innovation, which sooner or later, spontaneously or consciously, comes to pass.

The law of modeling (stereotyping) consists in the fact that the pedagogical innovation has a tendency to stereotype thinking and move to practical action. In such a case, the pedagogical template (stereotype) is forced to lag behind and become an obstacle to the implementation of other innovations.

The essence of the law of periodic repetition and return of pedagogical innovation is that innovation is renewed in new conditions. Pedagogical innovation researchers distinguish two types of innovation process:

1. The first type of innovation takes place spontaneously, that is, the need for it is not taken into account in the innovation process, there is no conscious attitude to the system, methods and ways of all the necessary conditions for its implementation.

2. The second type of innovation is a product of conscious, purposeful, scientifically based activity. The following approaches can be defined based on the innovative processes of the higher school:

- ✓ approach in terms of cultural studies (the priority development of human knowledge);
- ✓ approach in terms of personal activity (new technologies in education);
- ✓ multi-subject (dialogic) approach, humanization of professional training;
- ✓ individual-creative (teacher and student interaction) approach.

A change in the pattern of communication between a teacher and a student is one of the conditions for innovative activity. New relationships should be free of elements such as demands, obedience to judgment, as in traditions. They should be built in the form of cooperation of equals, mutual management, mutual support. The most important feature of their relationship is the creative cooperation of the teacher and the student.

Innovative activity is explained by the following main functions:

- ✓ conscious analysis of professional activity;
- ✓ critical approach to standards;
- ✓ readiness for professional innovations;
- ✓ to be in a creative and creative relationship with the world;
- ✓ realizing one's potential, embodying one's lifestyle and aspirations in one's professional activity. Therefore, the teacher appears as the author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the conditions of current society, culture and educational development, the need for teacher innovation activity is measured by the following:

- socio-economic renewal requires a fundamental renewal of the educational system, methodology and technology of the educational process. In such conditions, the teacher's innovative activity consists of creating, mastering and using pedagogical innovations;
- humanization of educational content requires constant search for new organizational forms and technologies of teaching;
- a change in the character of the teacher's attitude towards mastering pedagogical innovation and its implementation.

The analysis of the teacher's innovative activity requires the use of certain standards that determine the effectiveness of innovation. Such standards include novelty, optimality, high efficiency, creative use of innovation in public experiments. Novelty as a norm of pedagogical innovation reflects the essence of the proposed newness, the level of innovation.

Pedagogical scientists distinguish the absolute, limited absolute, conditional, subjective levels of novelty, which differ according to the degree of popularity of use and field. The standard of

acceptability indicates the effort and means used by the teacher and the student to achieve the result. Effectiveness, pedagogical innovation should remain the property of mass experiences. Pedagogical innovation will be introduced in the work of some teachers. At the next stage - after testing and receiving an objective assessment, the pedagogical innovation is recommended for mass implementation. The research conducted by V.A. Slastenin provides opportunities to determine the professional readiness of the teacher for innovative activities.

They consist of the following descriptions:

- ✓ predicting the overall success of the intended innovation and its individual stages;
- ✓ to identify shortcomings in the innovation itself and in its implementation for the purpose of further processing;
- ✓ compare the innovation with other innovations, select the most effective ones, determine their most significant and maturity level;
- ✓ checking the level of success of innovation implementation;
- ✓ to evaluate the innovation ability of the organization implementing the innovation.

The innovative activity of the teacher includes the analysis and evaluation of the innovation, the formation of the purpose and concept of future actions, the implementation and editing of this plan, and the assessment of effectiveness. The effectiveness of innovative activity is determined by the personality of the pedagogue.

The preparation of the teacher for innovative activities should be carried out in two directions: □ formation of innovative readiness to perceive new things; □ teaching to be able to act in a new way. Innovative activity of a high school teacher is one of the main problems of high school pedagogy.

One of the most important components of the teacher's innovative activity is high professionalism - acmeology, which means the highest point in Greek, the most flourishing period, high professionalism. Professional refers to intellectual maturity and skill.

The following are indicated as factors for achieving high professionalism:

- ✓ talent badges;
- ✓ readability; • ability;
- ✓ talent;
- ✓ conditions of family upbringing;
- ✓ educational institution;
- ✓ own behavior. Acmeology is considered from a scientific point of view in relation to professionalism and creativity. The following categories are distinguished:
  - ✓ creative individuality;
  - ✓ its growth and improvement process;
  - ✓ creative experience as the realization of one's potential. The creative individuality of the teacher consists of:
    - ✓ intellectual - creative initiative;
    - ✓ intellectual ability of breadth and depth of knowledge;

✓ alertness to conflicts, critical approach to creativity, ability to fight from body to creativity;

✓ a thirst for information, a sense of unusualness and novelty in problems, professionalism, a thirst for knowledge.

One of the most important components of a teacher's innovative activity is creativity. The term creativity appeared in Anglo-American psychology in the 60s. It means the ability and quality of an individual to create new concepts and new skills.

**Conclusion.** Bugungi kunda ilg ta'limiy yangiliklarni ishlab chiqish, jamg'arma jamg'armalarini tashkil etish, ko'rsatish, pedagogik amaliyotga ishlab chiqarishning, ilmiy ishlab chiqarishlarini ishlab chiqarish va tatbiq etish uchun ishga tushirishga ega. Shu olib qaralganda bu bir qator izlanishlar, metodik ta'minot yaratilishi mumkin. 2. Ta'limda o'qitishni yangi texnologiya bilan mustahkamlab, uning tizimiga asoslangan umumiy qayta ishlashni yaxshilashga u loziminish. Bunday yondashishda innovatsiya o'ylab topilgai «tashqi» chora bo'lib ko'rilmaydi, balki chuqur mazmunli talab va tizimni bilish, anglab yetilgan qayta ishlash.

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