

INNOVATIVE ACTIVITY OF TEACHERS AT GENERAL SECONDARY SCHOOL

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ABSTRACT

The modernization of the educational system of continuing education in Uzbekistan is closely related to the innovative activities of teachers and lecturers. In pedagogical science, innovative activity is understood as purposeful pedagogical activity, based on understanding one's own pedagogical experience through comparison and study, change and development of the teaching and educational process in order to achieve better results, obtain new knowledge, and introduce qualitatively different pedagogical practices [1, p. . 58].

Keywords: Teachers and instructors, innovative activities, teaching practice, individual programs.

INTRODUCTION

Innovative pedagogical activities can be carried out both within the framework of a traditional mass school and in institutions of a new type - colleges, gymnasiums, lyceums, technical schools and vocational schools.

The leading form of innovation activity is experimental work. One of the significant features of the innovative pedagogical activity of a general secondary school teacher is also that it is based on a personal approach and aims to develop an individual personal development program.

Goal setting is carried out only based on the diagnosis of the student's personal development. Another feature of the innovative pedagogical activity of a general secondary school teacher is the presence of a dominant motive that expresses the value orientations of both individual teachers and the entire teaching staff of the general secondary school. Moreover, internal motives in the form of orientation to the process and result are more significant and significant in the education of schoolchildren.

Consideration of innovative pedagogical activity from the above positions requires addressing the issue of the teacher's readiness for this type of activity.

Such characteristics, according to a number of researchers, may be: the need for creativity, conscious choice of options for one's own professional behavior; the ability and willingness to choose adequate means and methods of self-development, organizing productive activities in conditions of cooperation; the ability to freely navigate the system of methods of pedagogical activity [2-3].

Readiness to implement innovative activities, the teacher provides for the formation of the student's personality in the context of the integrity of its main structural components: motivational, creative, technological and reflective.

This problem requires the solution of a two-pronged task - the formation of a general secondary school teacher's readiness to perceive new things and the development of skills to act in a new way.

Based on the ideas of V.A. Slastenin, the criteria for the readiness of a general secondary school teacher for innovative activities include:

awareness of the need for innovation; readiness for creativity; confidence that the innovation adopted for implementation will bring a positive result; consistency of personal goals with innovation activities; readiness to overcome creative failures; technological readiness; a positive assessment of one's previous experience in the light of innovative activities; ability for professional reflection [3].

The requirements for implementing pedagogically appropriate changes in accordance with the modern social order for education are that the introduction of innovations must be prepared in advance, creating a certain psychological mood in the student body; transformations must be based on a clear plan and calculation; that the process of change in a general secondary school is a process of change in the views, methods and approaches of the teacher.

To transfer the teaching staff to new technologies of teaching and education, it is necessary to reconstruct the functions within the school administration. In other words, a general secondary school will only turn into a development school when the internal school administration will be focused on solving, first of all, issues of the quality of education, increasing students' knowledge, their development and education, when the activities of each member of the teaching staff will be associated with constant and conscious improvement of one's pedagogical skills, when the solution to all problems of school life will be carried out on the basis of a quality indicator.

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