

INNOVATIVE IMPROVEMENT OF THE SYSTEM OF DEVELOPMENT OF INTELLECTUAL AND POTENTIAL OF STUDENTS

Boyjigitov Shukhrat Absamatovich

Teacher of Shahrissabz Institute of Karshi State University

ABSTRACT

The article reveals the personal direction of training future teachers and the interaction of their quality of pedagogical education, the level of preparation for creative professional activity. The creative potential of the student is considered as an indicator of the individual direction of preparation for professional activity and its development through the educational process as a strategy to ensure the quality of higher pedagogical education. The creative potential of future teachers is combined in the motivational, operational, personal and assessment components, the level of their formation depends on the quality of pedagogical education and the level of readiness for creative professional activity.

Keywords: professional activity, personal resources, pedagogical problems, philosophers, psychologists, positive dynamics, (ICT), implementation.

INTRODUCTION

Readiness for change in society is specified in the requirements of quality higher pedagogical education and training of future teachers for creative professional activity. The solution of this problem cannot be provided only by mastering a set of knowledge and skills of professional orientation. Life requires the search for a new strategy for preparing future teachers for professional activities, the formation of their ability to make free choices, the effective use of personal resources, creative solutions to pedagogical problems. The system of teacher training should be aimed at creating conditions for the development of creative potential of the individual, successful activities and realization through higher education and the formation of their own educational trajectory. The development of creative potential by means of the educational process corresponds to the social meaning of education, stimulates the creative adaptation of future teachers to pedagogical reality, ensures the quality of their higher education and the positive dynamics of their readiness for creative professional activity. A modern teacher with a high level of creative potential meets the needs of society in a competitive teaching staff that is able to creatively perform their professional duties. Analysis of the scientific literature shows that philosophers, psychologists, teachers recognize the meaning of pedagogical education in the ability of future teachers to creatively perform the functions of pedagogical activity based on the solution of pedagogical problems, the use of social experience, the element of which is creative potential. And preparation for creative professionalism. The study was conducted using a specially designed program to monitor the actions of students and systems of analysis of behavior, the results of their activities. Methods of studying the need for creative activity, motivation, independence, creative interest, creative style of thinking, development of intellectual and communicative skills, independence, self-improvement, reflection of achievements and determination of prospects for further creative development,

level of creative potential were also used. Education is the foundation of development and growth. Human consciousness enables the realization of all development achievements, from health and agricultural innovation to effective public administration and private sector growth. Countries need to use the potential of the human mind to take full advantage of these benefits. There is no better tool for this than education. Twenty years ago, government officials and development partners met to affirm the importance of education in development—on economic development and broadly on improving people’s lives—and together declared Education for All as a goal. While enrolments have risen in promising fashion around the world, learning levels have remained disappointingly and many remain left behind. First, foundational skills acquired early in childhood make possible a lifetime of learning. The traditional view of education as starting in primary school takes up the challenge too late. The science of brain development shows that learning needs to be encouraged early and often, both inside and outside of the formal schooling system. Prenatal health and early childhood development programs that include education and health are consequently important to realize this potential. In the primary years, quality teaching is essential to give students the foundational literacy and numeracy on which lifelong learning depends. Adolescence is also a period of high potential for learning, but many teenagers leave school at this point, lured by the prospect of a job, the need to help their families, or turned away by the cost of schooling. In this paper, we propose that the distance between educational vision and current teaching practice can be bridged through the adoption and use of appropriate pedagogy that has been tested and proven to contribute to the development of the person as a whole. Evidence of impact becomes a central component of the teaching practice; what works and for whom in terms of learning and development can provide guidelines to teaching practitioners as to how to modify or update their teaching in order to achieve desirable learning outcomes. Educational institutions may have already adopted innovations in educational technology equipment (such as mobile devices), yet this change has not necessarily been accompanied by respective changes in the practice of teaching and learning. Enduring transformations can be brought about through “pedagogy,” that is improvements in “the theory and practice of teaching, learning, and assessment” and not the mere introduction of technology in classrooms. PISA analysis of the impact of Information Communication Technology (ICT) on reading, mathematics, and science in countries heavily invested in educational technology showed mixed effects and “no appreciable improvements”. After seven years of gathering a total of 70 innovative pedagogies, in this paper seven academics from the OU, authors of the various Innovating Pedagogy reports, critically reflected on which of these approaches have the strongest evidence and potential to transform learning processes and outcomes to meet the future educational skills and competences described by OECD and others. Based upon five criteria and extensive discussions, we selected six approaches that we believe have the most evidence and/or potential for future education:

- Formative analytics,
- Teachback,
- Place-based learning,
- Learning with robots,
- Learning with drones,

- Citizen inquiry.

This research is very promising in enhancing students' intellectual capacity and improving teachers' skills in education management design, innovative teaching development, and high-level thinking skills for students. In addition, this article is useful in developing appropriate curricula and student competencies for policymakers and educators. The results of this research can also be used as a basis for research in education and the social sciences. Education encourages students and teachers to research, explore, and use all the tools to uncover something new. Innovation involves a different way of looking at problems and solving them. It also improves education because it compels students to use a higher level of thinking to solve complex problems. Innovation does not just mean the use of technology or new inventions, though these can contribute to innovation. Innovation involves a new way of thinking, thereby helping students develop their creativity and problem-solving skills. The importance of innovation in education can be an intangible concept and can mean different things to different people. However, innovations in education have very real and significant benefits. Innovation cannot be tested or evaluated, but it can be absorbed and shaped in the minds of students. In this high-level testing environment, it can be very difficult to introduce innovation and creativity in the classroom. However, the importance of innovative teaching here There are eight different ways to introduce innovation in the classroom ...Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an enabler. There are other factors, alongside technologies, that support creative learning and innovative teaching. This report highlights the importance of a series of requisites for creativity and innovation in schools. These factors have been called enablers and are the circumstances or support mechanisms that make creativity and innovation more likely to thrive. These are: assessment; culture; curriculum; individual skills; teaching and learning format; teachers; technology, tools. The co-existence of several of these factors would give rise to an enabling environment where creative learning and innovative teaching could blossom. If enablers are not present, creativity will be less likely to flourish. If, on the other hand, all enablers are in place, it is still not possible to deduce that creativity and innovation are happening, as teachers and students will still have to actively engage in the creative and innovative process. Enablers are therefore indicators of the kind of environment which could nourish creative learning and innovative teaching in the classroom. Teachers are key figures in constructing a creative climate, but they need support from both policy-makers and institutions. In particular, curricula and assessment are key areas to be addressed in order to allow creativity in the classroom. Curricula should undergo a skilful and thorough development, giving the same importance to every subject, taking creativity into consideration and defining it coherently throughout the curriculum, allowing freedom and time for discovery, and taking learners' interests into account. Assessment should also allow creativity to flourish by valuing it, both at micro, everyday level and at macro, exam level. The three functions of assessment (diagnostic, formative and summative) must contribute to the development of both knowledge acquisition and skills development for learning and creating. Teachers had the misunderstandings of learning management or the development of learning innovation

fostering higher order thinking skills .Educators gave the definition of leaning innovation is the interplay between the complex set of practices, methods, and designs that are part of the attempts by higher education to improve teaching and student learning. Education systems are complex. Involving all children in school and learning requires coordination between families, teachers, and decision makers. This requires a national policy that focuses on common goals and learning. It also requires data collection and regular monitoring to help policymakers determine what is working, who is benefiting, and who is lagging behind. Strong education systems are inclusive and have gender equality. They support early learning and multilingual education, and innovations to expand educational opportunities for children and adolescents who are difficult to reach. Strong education systems have inclusive and gender equality. They support early education and multilingual education as well as innovations to expand educational opportunities for children and adolescents who are difficult to achieve. Implementation of the strategy of developing the creative potential of future teachers will improve the quality of higher pedagogical education. Students develop a creative approach to solving a variety of problems, which allows them to compensate for the aging effects of scientific knowledge obtained at the university.

CONCLUSION

Education systems are complex. Involving all children in school and learning requires coordination between families, teachers, and decision makers. This requires common goals and a national policy focused on research. It also requires data collection and regular monitoring to help policymakers determine what is working, who is benefiting, and who is lagging behind.

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