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Innovative Pedagogical Activity: Content and Structure

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Abstract: *This article proposes to use innovative approaches in the activities of higher education. In order to ensure the competitiveness of graduates of higher educational institutions, the issue of introducing innovations into higher education was considered in order to form the innovative potential of future specialists in the process of professional development of the strategic development of Uzbekistan in the conditions of modern civilization.*

Keywords: *innovation, innovative education, innovative educational technologies, innovative activity, innovative potential, competence-based approach, innovative approach*

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It's no secret that the effectiveness of the process of teaching and upbringing depends not only on its form, but also used on the various methods and approaches. Achieving high quality and efficiency of education, introducing modern pedagogical and innovative technologies into the educational process is one of the most important tasks facing all teachers working in the field of education today. This is probably why today there is a wide range of cooperation, interaction, exchange of knowledge and experience between organizations working in the field of public and higher education, as well as in various fields related to education. It is determined that, in relation to the pedagogical process, innovation means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of a teacher and student. Pedagogical innovation is considered as an innovation in pedagogical activity, changes in the content and technology of teaching and upbringing, with the aim of increasing their effectiveness.

In the Decree of the President of the Republic of Uzbekistan dated July 11, 2019 No. UP-5763 "On measures to reform management in the field of higher and secondary specialized education":

Define the main tasks of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan:

implementation of a unified state policy aimed at training independently-minded highly qualified personnel with modern knowledge and high spiritual and moral qualities in the field of higher and secondary specialized vocational education;

ensuring the quality and high level of training of personnel who have deeply mastered modern information and communication technologies and foreign languages;

coordination of the activities of all higher and secondary specialized, professional educational institutions, regardless of their departmental affiliation, the implementation of educational and pedagogical and scientific and methodological guidance, ensuring the compliance of the quality of training of specialists, the content and level of education with state educational standards and qualification requirements;

organization of the educational process in accordance with international practice of introducing new pedagogical educational technologies and teaching methods, improving curricula and subject programs, qualitatively updating the educational process with the introduction of modern forms of education and means of information and communication technologies;

optimization of areas of education and specialties, taking into account the needs of the development of economic sectors, scientific and social spheres, organization of students' practice at industrial and other enterprises;

strengthening the spiritual and moral content of education, organizing work to educate young people in the spirit of patriotism on the basis of humanism and high spiritual ideas, devotion to the ideas of independence, respect for national values, strengthening immunity from alien ideas and ideologies;

effective organization of research work in higher educational institutions, widespread introduction of research results into practice, commercialization of scientific developments, ensuring close mutual integration of higher education, science and industry, wide involvement of gifted youth in research work and their comprehensive support;

provision of educational institutions with leading and pedagogical personnel capable of fulfilling the duties assigned to them at a high professional level, taking measures to encourage them on a systematic basis;

organization and improvement of the system of continuous training, retraining and advanced training of management and pedagogical personnel of higher and secondary specialized, professional educational institutions, creating conditions for regular improvement of the quality and level of their professional skills, organization of advanced training and internships in foreign countries;

expanding the possibilities of using by students, teachers and young researchers of the world's educational resources, electronic catalogs of scientific literature and databases through the introduction of modern information and communication technologies;

expansion and strengthening of international relations, implementation of joint programs of cooperation of higher and secondary specialized vocational education, broad coverage of achievements in the industry at the international level;

organization of the development of curricula and training programs in vocational colleges, specialists in demand on the labor market based on the needs and suggestions of employers, advanced foreign experience, structural changes in the real sector of the economy;

implementation of measures to modernize the base of educational and scientific laboratories, equip with modern equipment, develop sports, health and social infrastructure.

In pedagogical science, innovative activity is understood as purposeful pedagogical activity based on understanding one's own pedagogical experience by comparing and studying, changing and developing the educational process in order to achieve better results, obtain new knowledge, and introduce other pedagogical practice.

Innovation potential is a set of socio-cultural and creative characteristics of a teacher's personality, which are expressed in a willingness to improve pedagogical activity. The presence of innovative potential is associated with the ability to improve new ideas and most importantly to model them in practice.

At the heart of the motives, that is, the incentives of the individual to innovate, lie a variety of needs: the desire to make the learning process more interesting, and thereby intensify learning; increasing the status in the team, greater competitiveness of the specialist; expanding employment opportunities, professional self-affirmation and self-realization, increasing the rank, etc.

In general, a person's activity is always polymotivated, that is, he is guided not by one, but by several motives. The best motivation is to demonstrate the successful performance of colleagues working in an innovative mode.

By the teacher's readiness for innovative activities, it is customary to understand the formation of personal skills necessary for this activity (great working capacity, the ability to withstand the action of strong stimuli; high emotional status; readiness for creativity) and special qualities (knowledge of new technologies; mastering new teaching methods; the ability to develop projects; skill analyze and identify the causes of deficiencies).

The innovative activity of the teacher depends on his understanding of the meaning of the use of certain innovations, the ability to search for them, choose and apply them.

Participation in seminars - workshops, scientific and practical conferences, professional competitions, and attending open lessons is important in preparing a teacher for innovative activities. Innovative activity stimulates a deep analytical approach in methodological work.

The innovative activity of a teacher is associated with the processes of self-determination - building an attitude towards new things, changing oneself, one's professional position, overcoming obstacles and self-realization. The methodological foundations of the structure of innovative activity are: axiological, reflexive-activity, systemic, socio-psychological, individual and creative approaches.

The structure of the teacher's innovative activity can be represented as follows:

1. Innovative activity is built under the influence of dominant motives. These can be: 1) external stimuli (material reward, assignment of a higher grade, due to a business need, etc.); 2) motives of the teacher's external self-affirmation or motives of prestige, etc .; 3) professional motive (desire to teach and educate, focus of innovation on students, etc.); 4) the motives of personal self-realization.
2. The second component of the structure is creative (the ability to generate new ideas, deviate from traditional thinking patterns, quickly solve problem situations, etc.). The line of its development begins from imitation of experience, concept, idea, a separate technique, form and method. Further, the teacher proceeds to copying through creative imitation. The next stage is imitative creativity, when the teacher, taking an idea as a basis, fully develops the content, methods and forms of its implementation. At the fourth stage - genuine creativity (the creation of cultural or material values that are new in design) - the teacher creates his own original concept, teaching and upbringing methodology.
3. The technological or operational component of the teacher's innovative activity can be represented as follows:

- “Personally motivated processing of existing educational projects, their independent interpretation, isolation and classification of problem (Western) pedagogical situations, active search for innovative information, familiarization with the innovation;

- professionally motivated analysis of one's own capabilities for creating or mastering an innovation, making a decision to use a new one;
- the formation of goals and general conceptual approaches to the application of innovations;
- forecasting the means of achieving goals, changes, difficulties, the results of innovative activities: discussion with colleagues, administration, consultants on the ways of introducing innovations;
- creation of an "array" of ideas, development of a conceptual framework and stages of experimental work;
- implementation of innovative actions: introduction of innovations into the pedagogical process and tracking the progress of its development and implementation;
- monitoring and correcting the introduction of innovations and all innovative activities: assessment of the results of implementation, reflection on the teacher's self-realization.

4. A necessary component in the structure of a teacher's innovative activity is reflection in the form of introspection, self-esteem, self-understanding and self-interpretation of one's own consciousness and activity, as well as thoughts and actions of students and colleagues.

In the functional model of the teacher's activity, the teacher's reflection is included in the gnostic component.

The innovative activity of the teacher through the prism of the system analysis of professional activity is considered by:

1. The level of personal-motivational analysis, this level involves the study of the system of individual needs on the one hand and their ability to satisfy on the other.
2. At the level of component-target analysis, the goal is revealed, which is considered not only from the external effective side, but also from the internal, associated with the implementation of the mental properties of the teacher and his mental processes.
3. Structural and functional analysis examines the principles of organization and mechanisms of interaction of individual actions in a holistic structure of activities.
4. In the process of information analysis of the activity, those signs are distinguished, I focus on which the employee performs pedagogical activity, the methods of obtaining information by the employee are established, the organization of the information flow is studied.
5. The level of individual psychological analysis involves the study of the subject of activity, the personality of the teacher in all the variety of its properties.

The formation of innovative activity can be assessed at one of four levels:

1. adaptive is characterized by an unstable attitude of the teacher to innovation. An innovation is mastered only under the pressure of the social environment;
2. reproductive is characterized by a more stable attitude to pedagogical innovations, copying ready-made methodological developments with minor changes. The teacher is aware of the need for self-improvement;
3. the heuristic level is characterized by a great sense of purpose, stability, awareness of the ways and means of introducing innovations. The teacher is always open to new things, looking for and implementing new ways of pedagogical solutions;
4. the creative level is distinguished by a high degree of effectiveness of innovative activity, high sensitivity to problems, and creative activity. The teacher purposefully seeks new information,

creates author's schools, willingly shares his pedagogical experience, etc. Intuition, creative imagination, improvisation take an important place in the activities of such teachers.

Innovation is one of the principles of modern pedagogy. The training of a teacher should be aimed at developing a readiness to perceive innovations and teaching the ability to act in a new way.

In the context of innovative changes, individual components of the socio-psychological climate can be an obstacle, a barrier to innovation, and cannot and contribute to the rapid, relatively painless formation of a new one, the creation of "most favored conditions" for innovation. These forms of manifestation of the socio-psychological climate in the context of innovations depend on many factors, on the significance of the innovation and the changes generated by it for the team, on the scale and structure of changes, on the past innovative experience of the team, etc.

In the psychological and pedagogical literature, a variety of terms are used to designate socio-psychological obstacles to innovative changes: "moral barrier", "psychological barrier", "socio-psychological barrier", etc.

There are several forms of manifestation of the psychological barrier:

1. Passive forms of manifestation, for example, the lack of conviction among teachers of the need and timeliness of the implementation of innovations in a given team, in the possibility of real changes in the existing production and socio-psychological situation in the team, the lack of desire to improve the usual forms and methods of work, the system of division of labor, structure interpersonal communications, established mechanisms for decision-making and division of responsibility, an established hierarchy of authority, knowledge, experience, lack of willingness to take personal part in measures to implement an innovation, in contacts with initiators of innovations, in improving the management of the innovation cycle; lack of readiness to allocate the material, financial and human resources necessary for the implementation of the innovation, special time, fear of additional difficulties associated with the innovation in their unit, in their organization, in themselves.
2. The second group is formed by active forms of manifestation of the psychological barrier. They are expressed in the desire of some members of the teaching staff to limit the circle of persons with whom the initiators of the innovation are in contact, the time of contacts and additional sources of information; keep silent about their real functions in this process, the methods and instructions used, as well as the criteria for choosing one or another solution option; oppose the qualifications and experience of “our” and “other's” teachers, the volume and significance of the work of these groups, the norms and manners of their behavior, as well as the size of their salaries and bonuses, accuse the initiators of the innovation in their lack of attention to requests and comments with which employees of the collective, the objects of innovation, turn to them; to put forward all new requirements for the initiators of innovations under the pretext of the need for their endless improvement.
3. The third group is formed by the extreme forms of manifestation of the psychological barrier. These, for example, include such phenomena as the issuance of information in a smaller volume than was requested by the initiator of the innovation; the issuance of insufficiently reliable information or its deliberate distortion, violation of instructions, forms of documentation, the procedure proposed by the initiators of innovations; the desire to use the financial, human and material resources allocated for the implementation of innovations, not for their intended purpose, but mainly for solving the current tasks of the team.
4. In the case when external influences do not correspond to internal conditions (interests, personality orientation, value orientations, and so on), a negative attitude is formed, a desire to protect oneself from these external influences. As a result, psychological barriers arise: the

barrier of incompetence; barrier of skill, habit, tradition; barrier of idyll, barrier of increased load; chef's barrier.

In the pedagogical literature, the psychological barrier is considered as a difficulty, an obstacle, or in communication as difficulties in interaction between a teacher and a student, or as a difficulty in adapting a novice teacher to his professional activities. From this point of view, the following barriers are distinguished: semantic; emotional; cognitive; tactical; motivational.

The barrier can also play a positive role.

First, it often hinders the implementation of hasty and insufficiently thought-out strong-willed innovative solutions for which objective conditions have not yet matured or which do not correspond to existing needs. It also prevents such modifications of the innovation that distort its original meaning and thus preserve the corresponding sphere of life of work collectives from premature or harmful innovations.

Secondly, the psychological barrier performs, in relation to the innovation process, a catalytic function. He activates the activities of the initiators of the innovation, makes them significantly increase their efforts, do not stop there, but identify the shortcomings of their original design and look for more perfect options. At the same time, the barrier also activates employees whose interests are affected by the relevant innovation, encourages employees to think about the current situation in the team, draws attention to their role in their team and the "weight" of their opinion in the organization.

Thirdly, the psychological barrier always performs an indicator function, promptly, reliably and impartially informs the initiators of the innovation about the specific weaknesses of the decision, reveals all the insufficiently worked out elements of the innovation, showing the main directions of the necessary adjustments.

Thus, having designated some aspects of innovative education as a system that forms innovative thinking, it can be stated that modern higher education is at a turning point in the methodological and technological stage of its development, the main goal of which should be the formation of innovative thinking of future specialists. Among these factors, the ability to ensure effective development and implementation of innovations is a strategic factor in maintaining the competitiveness of the university. This is the result of the development and improvement of mechanisms for managing the process of creating and establishing organizational knowledge. In this regard, such a direction as knowledge and employee management is becoming popular. Accordingly, there are new requirements for educational programs - university, postgraduate and corporate.

In connection with the introduction of new generation education standards, a fundamentally new approach to defining the goals, objectives and principles of education is being proclaimed. The content of education, academic disciplines are changing, new forms, means and methods of teaching are being developed. New generation educational standards have requirements for knowledge, skills and competencies. Professional standards are the minimum necessary requirements for the professional level of employees, taking into account the provision of productivity and quality of work performed in a particular industry. They include qualification and educational levels, a list of job responsibilities (considered in terms of knowledge, skills and abilities). Thus, they include the regulatory requirements for the performance of professional activities.

Summing up, we note that the considered innovative approaches and the educational technologies corresponding to them contribute to the solution of the following urgent tasks of modern higher education: effective assimilation of knowledge; developing practical research skills to make

professional decisions; the transition from the accumulation of knowledge to the creation of mechanisms for independent search and research skills; the formation of value orientations of the personality of students; increased cognitive activity; development of creative abilities; creation of didactic and psychological conditions conducive to the successful social adaptation of students.

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