

Innovative Thinking-As an Important Factor in the Development of the Innovative Potential of School Teachers

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ABSTRACT

In the article, teacher kadrlarning innovative competence of troops, pedagogoglarning uzlashi anglashi, because of education, training based on the improvement of activities, Jami yangilanishni elders, collectively pedagogically functioning samaralal troops, pedagogoggan kadringaristic innovation sage Kabi the notorious scientist zhihatdan bazlab berilgan. Shuningdek, the author of the Yondashuvi project based on the innovationfrash definition of berylgan.

KEYWORDS: *innovative potential, self-awareness, subject-subject cooperation, External subject activity, reflexive competence, motivational orientation to innovation.*

Innovative potential is understood as the readiness of an individual educator and, in integrity, the pedagogical team to Master Innovation, be able to use them in practice and achieve the expected results. In pedagogy and pedagogical management, the concept of innovative potential is interpreted in two ways: in a broad sense - the innovative potential of an educational institution (in our research, the Centers for retraining pedagogical personnel and improving their skills), in a narrow sense - the innovative potential of an pedagogical staff (professor-teacher). The innovative potential of a higher educational institution is understood as its readiness for self-development, the diversity of the cultural and educational environment and conditions for the self-development of the individual, as well as a high level of communicative relations. And for a separate educator, this is the totality of socio-cultural and creative identities in his person, his readiness to improve pedagogical activity, and the presence of the necessary internal means and techniques for this. The innovative potential of educators dictates that on the basis of his self-awareness, self-education, self-improvement, he can see his updates in society, effectively use them in pedagogical activity.

Due to his English.humanizing faol movements regularly developed and developed over the years, Bilish and English kabi composites partially formed topadi. He is bin bilish birdaniga, constantly visible. During the conversation, the sides expressed satisfaction with the development of cooperation between Tajikistan and China. Formatsib, rivojlanib boradigan anglash-connection incident commander. Because the person undergoing training has a characteristic form: billing is both an object and an object of visible quality¹.

In the process of professional development of pedagogical personnel, it is important to consider the necessary self-awareness for the successful implementation of professional activities in them in connection with the qualitative structure of the individual. In connection with self-awareness, the structure of personality quality is manifested as follows:

- 1) personalization, intimacy, ideallariga, giftedness, self-confidence, determination of the goal of the igilganliga;
- 2) human experimenter, bilimlari, kyrgyzmalari, malakalari, custom uning tayergarligin belgilashi;

¹ Gulbayev A. Continuous improvement of teachers ' qualifications through pedagogical diagnosis. - T.: Publishing House" Science and technology", 2009. - 112 b. – B.17.

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- 3) airim psychic jaraenlarning permanent character: attention, perception, transparency, memory, will, feelings, psyche, motor exercises based on development.

In this regard, during the conversation, the parties expressed satisfaction with the development of cooperation between Tajikistan and China, as well as the development of cooperation between Tajikistan and China. In this regard, anatomical and physiological, life, kovraversa, izhimoj zharaenlarni ichiga olighi man adjective bilan sadik. A criminal case has been initiated on this fact, an investigation is underway.

Self-improvement, on the other hand, should be aimed at educating the internal aspirations of the individual with internal influencing factors with specific pedagogical tasks: the formation of goals and ideal, the qualities necessary for self-realization and management².

It is known that innovative activity is a force that moves the pedagogical team, makes progress. "Innovative activity is an activity aimed at solving complex problems caused by the incompatibility of traditional norms with new social requirements, or the collision of a newly formed norm of practice with the existing norm," emphasizes V.I.Slobadchikov.

M.Jumaniyozova believes that the appeal to the problem of preparing pedagogical personnel for innovative activities arose as a result of the growing dynamics of innovative processes in society. Its analysis covers not only the use of modern advances achieved by science and technology, but also processes such as the search for, creation, adaptation, implementation of innovations and the re-examination of the results obtained¹.

One of the scientists who studied the structure of innovative activity V.A.Slastenin points out that it has the following structure: "the structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for the introduction of innovation, a new way of thinking, a culture of treatment. The levels of innovative activity can be: reproductive, heuristic, creative"¹.

"Innovative activity-arises from the fact that pedagogical personnel are not satisfied with their activities. It occurs on the basis of a pedagogical staff, faced with some kind of obstacle in solving one or another pedagogical task and striving for its successful solution"²

Innovation activity begins with the search for a new idea. Pedagogical innovation requires a new approach from pedagogical personnel due to its orientation to the solution of an important and complex issue in the educational process.

There are various approaches to the analysis of the structure of pedagogical innovation activity. For Example, A.Nikolskaya believes that the renewal of activities is carried out in three stages, namely, at the stages of preparation, planning and implementation³.

There are a number of obstacles in the preparation of pedagogical personnel for innovative activities. The first of these is the difficulty of pedagogical personnel to go beyond the limits of the activity to which they are used, that is, when there is not enough creativity in pedagogical personnel, another reason lies in the fact that new and unknown things always cause fear and danger in people.

Innovative activity is the main activity that determines the success of all pedagogical personnel, which means a qualitative restructuring of the professional, methodological skills of the individual.

M.T. Jumaniyozova¹ according to, it will be advisable to carry out an analysis of the preparation of pedagogical personnel for innovative activities in three stages:

² Gulbayev A. Continuous improvement of teachers' qualifications through pedagogical diagnosis. - T.: Publishing House "Science and technology", 2009. - 112 b. - B.15

³ Slobadchikov V.I. Innovatsionniye obrazovaniY. // j. Shkolniye texnologii. - M., 2005. - №2 - S.4-12.

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1. Analysis of the activities of pedagogical personnel in the period preceding the application of innovation in pedagogical activity.
2. Analysis of the period of active formation of innovative activity.
3. Analysis of activities in the period after the introduction of innovations into the pedagogical process.

⁴Zhumaniyozova M. Pedagogical foundations of preparing teachers for innovative activities in the process of professional development: candidate of Pedagogical Sciences. ...diss. - T., 2007. P/ 176.

⁵Slastyanin V.A., Chizhakova G.I. Vvedenie V pedagogicheskuyu aksiologiyu. – M.: Academy, 2003. P/ 192 .

⁶Zhuraev R.H., Ibragimov X.I. Innovative activities of the pedagogical team. // C. Public education. – 2004. - №2-B.4-8.

⁷Nikolskaya O.L. Psichologo-didakticheskie zatrudneniya uchiteley pri osvoenii innovatsionnykh tekhnologii. // C. Pedagogiya. – M., 2005-No. 6-S. 31-36. - S.32.

Analyzing the innovative activity of pedagogical personnel, the stages of its formation can be defined as follows:

The first stage – ready-made methodological recommendations are clearly copied.

The second stage – some new devices(modifications)are introduced into the existing system.

The third stage-the content, methods and form of implementation of the New Idea will be fully developed.

The fourth stage-the educator develops his own concept and methodology of training and education of personnel.

- At the first stage in the formation of innovative activities, pedagogical personnel can perform the following tasks:
- formation of a creative direction in pedagogical activity;
- establishing subject-subject cooperation in the pedagogical process;
- development of the pedagogical profession and gaining interest in it;
- formation of a wide range of interests, ensuring openness in pedagogical communication;
- developing the direction of creative thinking" I-ideas";
- approach to solving pedagogical tasks with creativity, development of analytical skills;
- formation of technology for creative work.

In this process, it is necessary to familiarize yourself with the process of personality growth training, problem-learning technology, the use of active educational methodology and the introduction of innovations. The main content of the first stage is the acquisition of general psychological and pedagogical knowledge, the formation of skills and abilities to analyze its activities.

At the second stage of the formation of innovative activities in pedagogical personnel, the following tasks should be performed:

- creative development of pedagogical activity;
- increase spiritual and cultural knowledge;
- formation of the need to master pedagogical innovations;

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- development of pedagogical reflection;
- formation of the Innovation Information background as a new type of activity.

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When preparing pedagogical personnel for the implementation of these tasks, it is possible to organize problematic training, self-awareness trainings, familiarize yourself with the developmental technologies of teaching, use personality-oriented technologies of teaching, interpret author's concepts, teach the choice of teaching methods, pedagogical techniques and technology trainings, independent work.

In the third and fourth stages of the formation of innovative activity, the following tasks should be performed:

- modernization of the technology of pedagogical activity and pedagogical communication in one whole case;
- mastering the technology of innovation activity.

The structure of the process of organizing innovative potential has a complex description, and the level of development of potential implies innovative opportunities, satisfaction of pedagogical personnel with the effectiveness of their labor. Taking this definition as a basis, the following components of innovative potential can be distinguished:

1. The technological component is characterized by the level of professional skills and competencies of employees, production technologies, management and implementation of updates in the organization.

The technological readiness of school teachers for innovative activities is manifested in:

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

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

3. The creative component determines the presence of a creative approach in the staff of the institution in the implementation of professional activities, their ability to think non-standard in problem situations, their mastery of cognitive thinking and activity skills.

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

5. The process by which team members master innovation, influence their activities, strengthen or weaken it is determined by the emotional-emotional component.

6. Motivational component determining the attitude of team members to innovation: promoting innovative activity, defining its boundaries and forms, is content with intended motives, aimed at achieving the goals of an educational institution.

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Motivation-creative orientation the military school dictates the presence of the following needs and abilities in teachers:

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

In pedagogical science, 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 based on clearly defined criteria, as well as an assessment of the factors affecting innovative activities.

Based on the ideas described above, the following definition was given to innovative thinking based on the author's approach: innovative thinking is a process of creative, scientific-theoretical, socio-positive, constructive, transformational and pragmatic thinking, carried out at the cognitive and mediated levels, aimed at organizing innovative activities.

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