

## The organization of innovative activity of English teachers

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**Abstract:** *The following article deals with problems of the organizing innovative activities for the English language teachers. There are given stages of the organization of innovative activities for teachers to conduct innovative English language sessions.*

**Key words:** *innovative, stages, teachers of the English, of innovative activity.*

Reforming the education system, as a priority direction of the state policy of the Republic of Uzbekistan. It determines the main course and specific tasks of education, including in the field of teaching foreign languages.

Teaching foreign languages, especially English, which is considered as a second language in a number of countries, therefore, the language of international communication, interstate communication is a primary necessity in the system of teaching foreign languages. A dialogue about the culture of the country that gave the world its own language - English, can provide the communicative effect, especially at the cultural level.

The English language today largely determines the activation of various aspects of the life of our country, becoming a part of public life, representing a social phenomenon in many public spheres. The widespread use of new educational innovative technologies, improving the scientific and methodological support of the educational process, improving the quality of training of specialists and raising the qualifications of innovative personnel in the field of innovative activities imply the implementation of the requirements of the National Program for the training of personnel in the Republic of Uzbekistan. Consequently, English teachers must master the foundations of new pedagogical, innovative technologies, be familiar with foreign progressive and practical ideas, educate young people with spiritual and moral qualities, and independent thinking.

The English language largely determines the activation of the political, social, cultural and economic life of the country, teaching is a natural part of social life, and knowledge of the culture of the country gives opportunity to international communication. Therefore, along with the study of the English language, the organization of the teacher's innovative activity is required. In addition, the need for a professionally competent approach to solve the problem regarding the content, system, approach, technology development, the search for new forms, optimal methods, innovative techniques and methods, the effective use of modern information tools are actual too. For this we need for new programs, teaching aids, and textbooks.

The National Program for Personnel Training provides directions, ways and conditions for improving the training of specialists, their professional competence, including the organization of innovative activities of teachers.

Solving the problem requires an increased level of teaching and educational work, which strengthens the factor and incentive for professional and personal development and improvement of professional competence with this connection.

At present, we should focus is on improving the teaching of foreign languages. Thus, the

resolution "On measures to further improve the system of learning foreign languages" [1] emphasizes the need for this education in familiarizing "with world civilization and world information resources". Activating young people's interest in a foreign language through television programs on the history and culture of other countries and peoples, publishing educational, fiction, newspapers and magazines (with special cultural headings) are important as well.

The Resolution emphasizes the need for high professional competence. It is planned to improve the system of teaching foreign languages, training specialists through the introduction of modern technologies, through an appeal to the culture of the target language. In the abroad in universities, including Pedagogy institutions, the problem of organizing the innovative activity of teachers is posed and solved. However, regarding the training of future teachers of the English language in the aspect under study, and it requires improvements.

At Boston University, in the process of learning English, communication, practice, activities, professional communication are studied, researched and tested including in a cultural context. Directions of research in the field of public relations, laws of communications, mass media. Future teachers of the English language, curriculum specialists, and researchers of the English language are being prepared. Research is aimed at improving the teaching of English language and literature.

In higher educational institutions in America, English is preferred to study in the context of English linguistics and literature, especially in historical diversity, including in communicative conditions (professional communication). The cultural context of teaching English is encouraged with communicative practice.

In England, Oxford University conducts research on the English language in the context of English literature, studies and studies the linguistic and cultural aspects of the language [2].

In pedagogical universities of our republic, the problem of organizing the innovative activities of teachers is very relevant. There are certain research developments. Innovative research is being conducted at pedagogical universities in Tashkent, Navoi, Samarkand, Bukhara, Jizzakh, and Andijan. Topically significant specific research topics are being formed. Therefore, in the Samarkand State Institute of Foreign Languages at the Department of English, topics of a very topical direction are being investigated. For example, to improve the professional competence of future English teachers is precisely in the process of innovation.

Based on the formulation of the problem in the state educational policy, its state in pedagogical science and practice of pedagogical universities, we can conclude: the problem is very urgent, socially and pedagogically significant, theoretically necessary, practically extremely in demand, and it is awaiting for its solution.

The organization of innovative activities of English teachers is carried out in the following stages:

-Technological (innovation - modernization) - aimed primarily at gaining knowledge and shaping methods of action according to the model, focused on high reproductive learning (achieving guaranteed results within its traditional reproductive orientation);

-Search (innovation - transformation) - is aimed primarily at the formation of students' experience of independent acquisition of new knowledge, their application in new conditions, to enrich the experience of creative activity in combination with the development of value orientations.

Within the framework of this approach, learning is built as a reproducible conveyor process with clearly fixed, detailed expected results.

The problem of identifying educational results and, accordingly, a detailed setting of educational goals in the design of training is solved in two main ways:

- a) Building an innovative taxonomy, i.e. a system of goals, within which their categories (main types) and sequential levels (hierarchy) are distinguished;
- b) The creation of the most specific language for describing educational goals.

An innovative approach is the processes of improving pedagogical technologies, a set of techniques, methods and teaching aids. It helps fully reveal the abilities of students and a teacher, to make the educational process creative and personality-oriented, aimed at self-education and self-development of the individual. The main function of innovation is to change goals, forms of educational content, methods, teaching aids, technologies, and others.

The inclusion of a teacher in innovative educational processes is favorable conditions that contribute to the professional and personal growth of a teacher. For the successful implementation of this approach, it is necessary that a person is associated with the following parameters:

- To be open to something new, different from some of his ideas;
- Have the creative ability to generate and produce new ideas and ideas, the ability to model and design them in practical forms;
- Be ready to improve their activities and have the tools and methods available to ensure this readiness.

The educator must be prepared to innovate. This concept means the formation of special and personal qualities. Special qualities include:

- The ability to develop projects;
- Knowledge of new technologies;
- Mastering new teaching methods;
- The ability to analyze and identify the causes of deficiencies.

Personal qualities:

- Readiness for creativity;
- Possession of increased efficiency;
- Stress tolerance.

The sources of innovative ideas include:

- Discrepancies between the practical actions of the teacher and the true motives of children's behavior;
- The emergence of new approaches to education, new concepts;
- The ability for self-development.

For a more successful implementation of innovative activities, teachers are united into groups:

- Creative groups (when pedagogical workers of various directions unite to solve certain tasks for the implementation and organization of the educational process);
- Methodological association in a certain direction or topic;
- A group of teachers who solve the problems of a certain stage in the upbringing and teaching of children;
- A group of teachers who develop certain methodological aspects of the educational process.

Management of innovative activities is also carried out in various forms. The leadership should support the teacher by various means: both educational (seminars, studies, consultations), and material

(various forms of additional payments).

An important point is the process of reflection and understanding of one's own pedagogical activity. Innovation processes can be divided into:

- Method-oriented;
- problem-oriented.

The basis of the first process is the implementation of one or another educational methodology and technology. Within the framework of methodological-oriented technologies, the following approaches to the organization of the educational process are possible:

- Operational-activity (when knowledge is acquired in the course of practical application);  
- Personality-oriented (for the implementation of the personal growth of students, a strategy of help, cooperation, understanding, support and respect is used when choosing the means and methods of teaching);

- Acmeological (development of new and updating existing methods and teaching aids for the formation of students' self-development, creative thinking, self-education, self-improvement and self-control); - creatively developing (the formation of productive thinking and a creative attitude to quality, activity, scientific and creative skills and abilities in teachers). Solving certain tasks that are associated with the formation of a competitive personality are problem-oriented innovation processes.

Thus, from the above, it is possible to compose an algorithm for the inclusion of a teacher in innovative activities:

1. Analyze the teacher's potential: - he must be ready for everything new; - have a need for constant professional growth; - be a creative person; - must correctly set a goal and objectives for achieving the desired growth;

2. Creation of creative teams.

3. Development of a system of incentives for teachers.

4. Providing continuous education of the teacher.

5. Conducting reflection. Thus, in the conditions of innovative activity, professional excellence depends on personal development, self-education, which ultimately allows each teacher to rise to new levels of professional and personal development.

Thus, the main focus of the innovative approach in the activities of English teachers is determined by the values of rationalistic, technocratic scientific and pedagogical consciousness, which are expressed in the general idea-setting: to ensure guaranteed effectiveness, efficiency of the educational process, reproducibility of its results. This direction of didactic searches is focused on the traditional tasks of reproductive education, it clarifies the already known and accepted methods of "fuzzy" setting of educational goals, develops along the line of criterion-oriented learning.

Orientation diagnostically set goals determines a number of features of a technologically structured educational process: the development of standards for assessing learning outcomes and, on this basis, the concentration of the efforts of the teacher and students in learning English, an atmosphere of openness, objectivity, and friendly environment.

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