

**CONTENT ESSENCE OF INNOVATIVE PEDAGOGY.****SHARIPOVA AZIZA MUSTAFAYEVNA****Republican specialized design school****biology teacher**

**Annotation:** The article covers the concepts of “the essence of the content of innovative pedagogy” for pedagogical workers operating in secondary schools.

**Keywords:** Innovation, innovative pedagogy, didactics, social-psychological aspect, methodology, technology, creative-motivational.

The current educational development has brought a new direction - innovative pedagogy to the field. The term “innovative pedagogy” and researches related to it appeared in Western Europe and the USA in the 60s. Innovative activity was studied in the works of F.N.Gonobolin, S.M.Godnin, V.I.Zagvyazinsky, V.A.Kan-Kalik, N.V.Kuzmina, V.A.Slastenin, A.I.Shcherbakov. [1,2,3,4,5]

It is covered in studies from the point of view of the practice of innovative activities and the widespread dissemination of advanced pedagogical experiences, X.Bamet, Dj.Basset, D.Hamilton, N.Gross, R.Carlson, M.Miles, A.Hewlock, D.Chen, R.Edem's work analyzed the issues of innovative process management, the organization of changes in education, the conditions necessary for the “life and work” of innovation. [7]

In a broad sense, any change in the educational system is pedagogical innovation. Pedagogical innovation is considered as the doctrine of assessing pedagogical innovations, achieving its assimilation by the pedagogical community, applying pedagogical innovations in practice.

**Pedagogical Neology** - is a doctrine of novelty, in which any innovations in the field of pedagogy are studied and summarized.

**Pedagogical Axiology** - expressing the meaning of a doctrine that does not require proof, in which the most effective are selected from within pedagogical innovations.

**Pedagogical praxology** - is the doctrine of application in practice, in which selected pedagogical innovations are used in practice.

The socio-psychological aspect of innovation was developed by the American innovator E.Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.[6]

Innovative activity of teachers of general education schools is one of the main problems of pedagogy of general education schools. In this regard, in this topic, the concept of the formation of the innovative activity of the teacher of general education schools, the social-cultural and life-activity aspects of innovation are discussed.

Innovativeness, representing the pedagogical process, applies not only to its didactic device, but also to the socially significant results and mental image of the teacher. Innovativeness expresses openness, recognition of the opinion of others. The innovative activity of the teacher is envisaged to be realized in the dynamics of the collision and mutual enrichment of views in different ways.[4]

The effective implementation of the innovative activities of the teacher depends on a number of conditions. It includes the assigned communication of the teacher, an impartial attitude towards opposite thoughts, a willingness to justify the recognition of a rational situation in various cases. Thanks to this, the teacher will

have a comprehensive topic (motive), which will ensure his cognitive and scientific activity.[4]

Subject (motives) such as self-activation, Self-creativity, self-knowledge and creativity are important in the activities of the teacher. This gives the opportunity to form the creativity of the teacher's personality. An important condition for innovating is to create a new situation of communication.

A new situation of communication is the teacher's ability to create his own independence position, a new attitude towards the world, pedagogical science, to himself. The teacher does not become entangled in his points of view, he opens up and perfects through rich forms of pedagogical experiments. In such situations, the teacher's ways of thinking, mental culture change, emotional feelings develop. The next condition is that the teacher is content with culture and communication.

The innovative activity of the teacher is aimed at changing reality, determining the solution of its problems and methods. The change in the pattern of communication between the teacher and the student is one of the conditions of innovative activity. New relations, as in traditions, should be free from such elements as qistovs, submission to judgment. They may be built in the form of equal cooperation, mutual management, mutual assistance. The most important feature in their relationship is the interaction of the teacher and the student in creativity.[2]

Innovative activity is explained by the following main functions: conscious analysis of professional activity; a critical approach to the Meyers; shaylik in relation to professional innovations; being in a creative creative attitude to the world; realizing one's capabilities, embodying one's own lifestyle and aspirations in professional activities.

So, the teacher appears as the author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the current conditions of society, culture and educational development, the teacher's need for innovation activities is measured by: socio-economic renewal requires a radical update of the educational system, methodology and technology of the educational process; in such conditions, the teacher's innovation activity will consist in the creation, assimilation and use of pedagogical innovations; humanization of its content, constantly; change in the character of the teacher's attitude towards mastering and applying pedagogical innovation.

The analysis of the innovative activity of the teacher requires the use of certain norms that determine the effectiveness of innovating. Such norms include- innovation, acceptability (optimannost), high productivity, the possibilities of creative application of innovation in mass experiments. Novelty reflects the new, the essence of the level of novelty, which is offered in itself as the norm of pedagogical innovation. Pedagogical scientists distinguish between absolute, bounded absolute, conditional, subjective levels, which differ according to the degree and area of application of the novelty.[7]

The norm of acceptability indicates the strength and means of the teacher and student spent on achieving the result. The consequentiality indicates certain important positive results in the activity of the teacher. Pedagogical innovation in its essence should remain the property of mass experiments. Pedagogy brings the novelty to the activities of some teachers at first. At the next stage - after testing and receiving an objective assessment, pedagogical innovation is recommended for mass implementation.

The studies conducted by V.A.Slastenin provide opportunities to determine the professional readiness of the teacher for innovative activities. They consist of the following descriptions: predicting the success of the intended novelty in aggregate and its individual stages; identifying the shortcomings in the novelty itself and its

implementation for the purpose of further processing; comparing the novelty with other innovations, choosing their effectiveness from them, determining their most significant and ripeness; checking the degree of success of the implementation of the novelty; to assess the innovation capacity of an organization that practices innovation. [1]

The innovative activities of the teacher include the analysis of the novelty and its assessment, the formation of the purpose and concept of further actions, the implementation and editing of this plan, the assessment of effectiveness. The effectiveness of innovative activities is determined by the personality of the educator. In the studies of V.A.Slastenin, the main characteristics of the teacher's abilities for innovative activities are defined. The following qualities apply to it: creative-motivational orientation of the individual. This is curiosity, creative interest; striving for creative achievements; striving for leadership; striving for self-perfection; creativity. This is imagination (fantasy), hypothesis; being free from molds, taking risks, critical flkrating, the ability to evaluate, observing oneself, reflection; assessment of professional activity. This is the ability to master the methodology of creative activity; the ability to master pedagogical research techniques; the ability to create author's concept activity technology, the ability to creatively eliminate conflict; the ability to cooperate and mutual assistance in creative activity; the individual ability of the teacher. This is a photo of creative activity; the ability of a person to work in creative activity; decisiveness, self-confidence; responsiveness, honesty, truthfulness, self-control. [1]

The study of innovative activities allowed to establish the norms of the teacher's presence in innovative activities (V.A.Slastenin): awareness of the need for innovative foliation; sensitivity to involvement in creative activities; adaptation of personal goals with innovative activities; sensitivity to overcoming creative failures;

degree of technological competence for the execution of innovative activities; influence of innovative activities on professional independence; ability to professional reflection. [1]

The character of innovation processes in a higher school is determined by the features of the introduced innovations, professional capabilities of teachers, innovative activities of innovators and participants. One of the most important issues in innovative activities is the personality of the teacher. The teacher-innovator should be a prolific creative person, revenge for creativeness, Broad co-interest and popularity, rich, pedagogical innovations in the loving inner world.

The preparation of the teacher for innovative activities should be carried out in two directions: the formation of an innovative Shaykh to the perception of novelty; teaching him to be able to act in a new way. Of particular importance in the organization of innovative activities is the educational and cognitive activity of students and its management. The study of the pedagogical foundations of innovation processes, their functions, development laws, mechanisms and technologies for its implementation, management principles makes it possible to organize the educational process in secondary schools at the level of world standards based on the achievements of modern pedagogy and psychological sciences.[7]

#### **FOYDALANGAN ADABIYOTLAR RO‘YXATI.**

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