

Increasing Innovation Activities in The Process of Professional Development

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ABSTRACT

The article emphasizes that improving the innovative competencies of natural science teachers in the advanced training system is an important factor today. The role and importance of innovative competences of teachers is also emphasized, as well as their effective use in the formation of independent thinking.

KEYWORDS: *qualification, competence, system, teacher, innovation, education, technology, problem, education, quality, teacher, interactive, lifelong learning, development*

INTRODUCTION

The policy of further improvement of continuous professional development processes, expansion of opportunities of quality educational services, achievement of competitiveness of pedagogical personnel and preparation for innovative activities in the Republic is continuing consistently. In particular, a wide range of work is being carried out to ensure the implementation of continuous updating of professional knowledge, skills and skills of pedagogical personnel, the introduction into practice of direct and indirect forms of professional training, retraining and professional development directly and indirectly related to professional activity in order to ensure the quality of education in accordance with modern requirements. In the strategy of action on further development of the Republic of Uzbekistan, such important tasks as "improving the quality and effectiveness of the activities of higher education institutions on the basis of the introduction of international standards for assessing the quality of Education and training" were defined. This shows that improving the educational and cognitive activities of students, improving the pedagogical abilities of developing the educational potential plays an important role in improving the quality and effectiveness of Education.

However, in the system of continuous improvement of qualifications, the content of development of innovative potential of pedagogical personnel of the educational institution, pedagogical-psychological features, pedagogical disciplines of Organization of innovative environment are being developed today.

The structure of the development of the innovation potential of pedagogical personnel is determined on the basis of the intensification of the transformation of innovation-professional development factors (motivation, socio-psychological, valeological) into the requirements of the innovative educational environment (innovative thinking, creative activity, innovation) on the basis of the expansion of the stability of the cooperative level;

the content of development of innovative potential of pedagogical personnel in the process of professional

development is improved by the introduction of data-module programs based on reflexive and creative needs into continuous professional education processes;

the practical component of the model of innovation potential development of pedagogical personnel in the process of continuous improvement of qualifications vitagen has been improved on the basis of systematic application of educational-based business Games, energiser trainings, collective creative work, web quests in the organization of group activities;

pedagogical conditions for the development of the innovative potential of pedagogical personnel are improved on the basis of systematic organization of methodical work, regular increase in the level of professional self-awareness, ensuring mutual harmony of processes of creating an innovative environment with the integrity of the didactic active complex on the basis of ensuring its identity with the real potential.

Theoretical background

The study of the issue of innovation factor in the educational system of the Republic of Uzbekistan is one of the scientific problems that aroused great scientific interest at the present time, this problem was studied and analyzed in harmony with the current issues facing the educational system, as well as the process of radical reforms carried out in the educational system. Accordingly, the issue of innovation in education has become one of the directions that cover its broad-based and substantive practical activities in its content. They studied the fundamental changes in the educational system of the country and the processes of its re-formation. These changes are being developed in connection with the division of the educational system into new stages of content, the introduction of innovative directions, new specialties and spheres, the development of the educational system in harmony and continuity, the development of its modern pedagogical forms, tools and methods. Analysis of foreign literature on the issue of innovation showed that the reference to the term "personality innovation potential" began in the 50s of the twentieth century and was used in the monograph of the American sociologist X. Barnet, which was written in 1953 year, called "innovation: the basis of cultural changes".

Literature review

The issue of potential in pedagogy is associated with personality creativity D.K.Simanton, A. Dj. Rou, K.Radjers, Ye.P.Llin, B.R .Adizov, Sh.S.Sharipov, A.R .Aripdjanova and others scientific researches were analyzed. The results of these studies gave us the opportunity to logically base the similarities and differences between the concepts of "creative potential" and "teacher's innovation potential".

The analysis of theoretical data showed the need to more accurately reveal the essence of the concept of "innovation

potential of pedagogical personnel". We have interpreted the innovative potential of pedagogical personnel as an integral professional-personal description that reflects the set of motivational and valuable aspects of innovative knowledge, skills, experience and reserve abilities that are realized in the process of pedagogical activity and provides the opportunity to apply innovations.

Many authors have distinguished the following components of the structure of innovation capacity: personal, motivational-valued and activity-related. Understanding the structure of innovation capacity in this way expresses its static state. In our opinion, the authors do not take into account the development of potential innovative opportunities, development does not reveal the individual peculiarities of the educational institution, which are not considered in the external innovation environment.

Based on the analysis of the essence of innovative activity and the considerations directed to the solution of this issue, we understand that innovation potential is a concept with an integral description, its main components reflect real and unrealized potentials, professional knowledge, skills and qualifications, professional activity experience, motivations, values, creative abilities, which occupy an important place in pedagogical activity, and all this is.

On the basis of a theoretical analysis to reveal the essence of the innovation potential of pedagogical personnel, it can be noted that this problem is rather complex, multi-aspect and it is necessary to continue its research. In particular, along with the study of the theoretical foundations of the innovation activity of pedagogical personnel, there is a special need to study the andrapedagogic conditions for the development of the innovative potential of pedagogical personnel in pedagogical activity through external influence in the process of independent professional development. The

mechanism of development of the innovative potential of pedagogical personnel ensures the high educational, scientific-research, practical activity of professors and teachers, as well as the possibility of integration of Educational, Scientific and practical activities, timely updating the content of professional training, purposeful orientation of resources to the account of regular monitoring of personal needs.

Conclusions

At present, the innovation potential of pedagogical personnel can not be realized without relying on three interrelated structural bases: effective implementation of collaborative activities through network technologies; promotion of innovative activity of pedagogical personnel; acceleration of scientific-research and practical activity of listeners in the process of professional development.

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