INNOVATIVE ACTIVITY OF THE TEACHER

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Annotation: Purpose Effective implementation of innovative activities of the teacher, self-activation, innovation, creation of new situations, integration of the main functions of innovative activities in professional activities, demonstration of individual abilities of the teacher, the ability to work in creative activities, diligence, self-confidence, responsibility, honesty, truthfulness, self-control, a teacher-innovator to be a productive creative person, to promote creativity, to enrich the inner world.

Keywords: Teacher, innovation, activity, personality, creativity, innovator, creative, interest, function, ability, confidence, motivation, aspiration, thinking, evaluation, science, condition, honesty.

The content, purpose and implementation of innovative educational technologies include the improvement of knowledge, skills and abilities, as well as personal qualities of the teacher, such as innovative activities, pedagogical technologies.

The effective implementation of the innovative activity of the teacher depends on a number of conditions. It includes the teacher's preconceived notion of non-discriminatory attitudes toward reflection, the recognition of a rational situation in different situations. [1] As a result, the teacher has a comprehensive topic (motive) that provides his / her knowledge and scientific activity.

Self-activation, self-creativity, self-knowledge and creativity are important topics in a teacher's work. This provides an opportunity to shape the creativity of the teacher's personality.

An important condition for innovation is to create a new state of communication. A new state of communication is the teacher's ability to create his own position of independence, a new attitude to the world, to pedagogical science, to himself. The teacher is not wrapped up in his or her own perspectives, he or she opens up and perfects through the rich forms of pedagogical experience. In such situations, the teacher's way of thinking, mental culture changes, and emotional feelings develop.

The next condition is the teacher's readiness for culture and communication.

The innovative activity of the teacher is aimed at changing reality, identifying solutions to its problems and methods.

Changing the pattern of communication between teacher and student is one of the conditions for innovative activity. New relationships, as in the tradition, must be free from elements such as coercion and obedience to judgment. They should be built in the form of peer cooperation, mutual management, and mutual assistance. The most important feature of their relationship is the creative collaboration of teacher and student.

- Innovative activity is explained by the following main functions:
- conscious analysis of professional activity;
- a critical approach to norms;
- readiness for professional news;

to have a creative attitude to the world; to realize their potential, to integrate their lifestyle and aspirations into their professional activities. [2]

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

In today's society, culture and education, the need for teacher innovation is measured by:

- socio-economic modernization requires a radical overhaul of the education system, methodology and technology of the educational process. In this context, the teacher's innovation activity consists in the creation, assimilation and use of pedagogical innovations;
- The humanization of the content of education requires a constant search for new organizational forms and technologies of teaching, a change in the nature of the teacher's attitude to the development and implementation of pedagogical innovations.
- The analysis of a teacher's innovative performance requires the use of certain criteria that determine the effectiveness of innovation.

Such standards are novelty, optimality.

High efficiency, the ability to creatively apply innovation in mass experiments. Innovation reflects the essence of the new, innovative level, which is offered as a criterion of pedagogical innovation.

Pedagogical scholars distinguish between absolute, limited, absolute, conditional, and subjective levels of innovation, which vary according to the degree of popularity and scope of application. The criterion of acceptance refers to the effort and means expended by the teacher and the student to achieve the result.

Effectiveness refers to certain important positive outcomes in a teacher's performance.

Pedagogical innovation must, by its very nature, be the property of mass experimentation. Pedagogy innovation is first introduced into the activities of some teachers. At the next stage, after testing and objective assessment, pedagogical innovation is recommended for mass implementation.

The innovative activity of the teacher includes the analysis and evaluation of innovation, the formation of goals and concepts of future actions, the implementation and editing of this plan, the evaluation of effectiveness

N.I.Larin, a researcher on the introduction of innovations, says that in the entomology of the word "innovation" basically means "introduction", based on the creation and use of an innovation, replaced by a new one in a stable state. However, "innovation" and "innovation" are not the same concept. Innovation is a broader definition that refers to the creation and use of innovation.

Researcher A. Pinsky says that "although the concept of innovation is a clear concept, it includes the concepts of creating and implementing innovation.

In our country, there is a great need for the rapid development, modernization, improvement of standards and updating of programs in the schools of the general public movement for the creation and development of pedagogical innovation. The search for, creation, and application of r has intensified. Therefore, the demand for new knowledge, "innovation", "innovation" and "innovation processes" emerged, which led to the need to interpret and understand the concepts.

By studying the microstructure of innovation processes, scientists have developed the concept of "the vital part (period) of innovation", which suggests that innovation is a time-consuming process. By this time, the scientific literature divides the innovation process into the following stages:

1. The stage of emergence of a new idea or concept of innovation. It is conventionally called the stage of innovation resulting from the results of fundamental and applied scientific research (or sudden).
2. The time of discovery, ie the creation of an innovation in the form of a sample of the realized object, material or spiritual product.
3. Achieving robust efficiency from input ends with sh. After that, the independent existence of the innovation begins, and the process of introducing the innovation moves to the next stage. This stage takes place only on condition of acceptance of the innovation. Post-news stages are visible.
4. The spread of innovation in one area ends with its widespread application by diffusion (addition) to other areas.
5. The dominance of innovation in any field, in particular, the novelty loses its novelty and does not exist as a novelty. This phase ends with the emergence of a new effective innovation or its replacement by a more effective one.

6. The scope of the novelty is narrowed and ends up being replaced by a more productive one.

The above-mentioned innovation process is characterized by a systematic system, in a simplified form of its development, alternating each other over time to a new stage. However, a clear innovation process involves these steps, and their sequence and interrelationships do not always have to be followed. The creation and dissemination of innovation is seen as a complex and purposeful process, the goal of which is to meet human needs with new tools, the effectiveness of which leads to a qualitative change in methods and systems that provide regular and vital innovation.

The innovation process becomes obsolete to another qualitative state and is associated with a reconsideration of the situation and its significance. The sum (commonality) of a series of one-level innovations constitutes an innovative integrity.During the period of innovative activity, innovations, innovations, literally enter the educational process. Therefore, the introduction of innovations in the education system in the pedagogical process is carried out in four stages:

1. Identification of the problem on the basis of analysis;
2. Design of the planned education system;
3. Change and innovation planning;
4. Implementing Change Innovation has an internal logic and direction, which determines the logic of the relationship between the participants of the innovation, as well as the development of the character from the birth of the idea (idea) of innovation to its use.

Thus, innovation is a dynamic system that, like internal logic, expresses its legitimate development over time and its interdependence with the environment. The structure of the innovation process changes as innovation moves from one stage to another.

The analysis and evaluation of innovations, including the innovative activities of teachers, the formation and editing of goals and concepts of future actions, the development of their functions, The study of the laws, mechanisms and technologies of its implementation, the pedagogical basis of management principles allows to organize the higher education process at the level of world standards on the basis of the achievements of advanced pedagogy and psychology.

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