



INNOVATIVE APPROACHES TO THE TEACHING PROCESS IN PEDAGOGICAL COLLEGES

Yangibaev Kamol Norboevich

Researcher of Karshi Institute of engineering and economics

Article history:	Abstract:
Received: 8 th March 2022	The essence of the concept of innovation, the result of an innovative approach to the educational process of pedagogical colleges in today's modernization of the educational process, the acquisition of the necessary professional training and professional vision in the formation of professional training, the application of pedagogical innovations in Reconstruction based on the prospects, needs of society, modern achievements of science, culture, engineering and technology. The need to provide the educational process in practice with advanced, scientifically and theoretically based new and modern methods, the main direction of strategic tasks in the field of education is independent thinking. the training of junior specialists who can rita, clearly define the development prospects necessary for the interests of society and the individual.
Accepted: 10 ^h April 2022	
Published: 22 th May 2022	
Keywords: pedagogy, college, student, teaching, process, thought, motive, profession, task, necessity, quality, guarantee, imagination, change, result, formation.	

INTRODUCTION. The renewal of society, the development and prospects of our lives and the formation of socio-economic policy in line with the market economy - requires the training of highly qualified junior specialists and improving the content of vocational education to ensure the effectiveness of this process. This task is reflected in a number of laws and regulations, in particular, guidelines and principles aimed at restructuring the system and content of training based on the prospects of social and economic development of the country, the needs of society, modern achievements in science, culture, engineering and technology. . Therefore, from the first years of independence of our country, the development of professionalism, skills and abilities of students, the provision of the educational process in pedagogical colleges with advanced, scientifically-theoretically based new and modern methods that provide several specialties in their chosen profession. identified as one of the problems.

Indeed, the main focus of the ongoing strategic tasks in the field of education is focused on the training of young professionals who can think independently and clearly define the development prospects necessary for the interests of society and the individual. This creates the need to modernize the system of training junior specialists in professional colleges and develop its innovative pedagogical framework.

Vocational training does not arise spontaneously but covers specific stages that are planned based on specific goals. The formation of professional training in a person is initially determined by the composition of the professional imagination, concepts, and then explained by the acquisition of knowledge, skills and abilities in the specialty, the determination and development of professional qualities. One of the important factors in this process is determined by the existing organizational and pedagogical, educational and methodological and material and technical conditions in the system of training junior specialists of professional colleges.

MAIN PART. At present, a number of measures are being taken to improve the logistics of the main link in the system of training junior pedagogical colleges, to expand the range of educational and methodological capabilities. However, due to the fact that the content of professional training of students of pedagogical colleges has not been improved in accordance with the requirements of society, the results of research in this area are not fully implemented in practice, the full introduction of innovative technologies in the educational system. requires a conceptual approach to the research problem.

Concepts such as "Innovative approach", "Innovative activity", "Innovative pedagogy", emerging in the development of modern education, are based on needs, and their ultimate goal is to make changes and innovations in the field of education that guarantee the results of the educational process.

"Innovation" means the introduction, implementation, application of innovation. The concept of "innovation" first appeared in the field of cultural studies in the XIX century, when it was understood that the introduction of one type of culture into another. In the twentieth century, a new field emerged - the science of innovation. Within the framework of this science the laws of introduction of technical innovations in the field of material production began to be studied.

Янгиликлар киритиш ҳақидаги фан – инноватика фирмалар фаолиятида янги хизмат кўрсатиш фояларини татбиқ этишга қаратилган эҳтиёждан келиб чиққан.

When applying innovations to the science of pedagogy, it is understood to make changes within the pedagogical system aimed at implementing the educational process and improving its results.

The emergence of pedagogical innovations stems from the difficulties and contradictions in the implementation of schools by teachers with the need for rapid development.

The study of innovation, its application to the educational process is based on the transition from a traditional type of teaching, based on the provision of ready-made information on education reform, to an education system that teaches students to search, find information on their own. Accordingly, there is a growing need to understand the essence of concepts such as the need for new knowledge, innovation innovation, innovation processes.

The update begins with determining which part of the learning process to make changes to.

The subject of pedagogical innovation consists of the relationship between the effectiveness of the renewal process and the factors that determine them, as well as ways to influence these factors in order to increase the effectiveness of change.

Innovation processes are divided into the following stages:

1. The stage of birth of new ideas and the emergence of the concept of renewal. This is conditionally called innovation as a result of fundamental and applied research.

2. Creation phase. A novelty done in a particular object is a material or spiritual thing-pattern.

3. Innovation input phase. The created innovation is put into practice, processed. This phase ends with the achievement of high efficiency from the introduced innovation.

Then the independent movement of innovation begins. The innovations are further broken down into other stages in the implementation process.

4. The stage of implementation of innovations. It is reflected in the widespread application of innovations in other areas.

5. Stable service phase of innovation in a particular field.

During the application of the novelty, it loses its novelty feature. this phase ends with the introduction of more effective innovations instead of innovations. One innovation is replaced by another, which is even more effective.

6. The phase of reducing the scope of news in order to replace the news with another news.

Innovative processes in education are divided into two types:

1. Spontaneous innovations.

The conditions, means and ways of implementing the innovation process are carried out without fully understanding the structure or linking it to the need that arises. Such innovations are often not based on a scientific basis, but on an empirical basis, based on the requirements of the situation. Examples of such innovations are the activities of innovative teachers, educators, parents.

2. Systematic innovations.

Innovation in the field of education involves the introduction of innovations in the organization of the pedagogical process, the purpose, content, methods and forms of education.

The innovation process turns into a scientific novelty or idea, a social novelty, as well as an educational novelty, through several stages and a set of tools. In this case, the introduction of innovation is considered as a result of innovation, and the innovation process is generally understood as the development of the following three stages: the transfer of ideas (discovery of scientific innovation), practical development of ideas and its implementation.

Innovations can be classified as follows:

1. All pedagogical innovations, depending on their functional capabilities: the conditions under which innovations ensure an effective educational process (new content of education, innovative learning environments, socio-cultural conditions); innovation pedagogical tool, technological education projects, etc.; organizational management innovations (solutions that ensure the quality of education).

2. Depending on the area of implementation and application of innovations: in the context of education; teaching technologies in the field of education; in the system of interaction of participants of the pedagogical process, in the system of pedagogical means.

Systemic innovations are innovations that have a clear purpose, tasks, arising from the scope of a particular problem. They are based on the interests of teachers and students and have a cohesive character. Such innovations are carefully prepared, trained by experts and provided with the necessary tools (personnel, material, scientific and methodological support) [9].

It is known that the subject of pedagogical innovation activity is the teacher and his personal potential. In this case, the socio-cultural, intellectual and moral potential of the teacher will be of great importance.

The essence of the innovation process is reflected in the content of joint activities of teachers and students, in which the educator helps students to overcome difficulties. The main essence of pedagogical assistance is characterized by the description of the innovative method, its purposefulness, as well as the tasks to be solved in the formation and upbringing of the individual.

The personal qualities of students as a subject of the pedagogical process include: the ability to understand the goals, objectives and guidelines of the educational process adopted for the current and future stages of teaching; acquisition of new types of intellectual labor; purposeful professional self-education and independent study, excellent ability to overcome difficulties, expanding intellectual and professional opportunities for growth and a strong position, satisfaction with prospects, active participation in the performance of its social role, etc.

One of the most important directions of the innovative pedagogical process is the development of students' cognitive activity. Such direction includes the activation of the learning process of students, the activity of determining their professional specialization.

Students' innovative activity can be assessed as a creative process and creative activity. The axiological approach to innovative activity means that a person devotes himself to the process of creating innovation, a set of pedagogical values created by him.

The structure of a teacher's innovative activity consists of components of creativity and reflection.

The most important characteristic of a teacher's innovative activity is creativity. Creativity refers to an individual's ability to create new insights and develop new skills.

There are several stages of creativity in a teacher's innovative activity:

- At the first stage, ready methodological recommendations will be transferred;
- In the second stage, some devices (modifications), methodological methods will be introduced into the existing system.

- At the third stage, the content, methods and form of implementation of the idea are fully developed;

- In the fourth stage, a unique concept and methodology of teaching and education will be created.

The most important component in the structure of a teacher's innovative activity is reflection. Reflection is the ability of a teacher to identify and analyze his or her own consciousness and activities.

Reflection (Latin "Retlxio" - return) is the process of knowing the subject's own (inner) mental feelings and states [4].

Innovation, expressing the pedagogical process, applies not only to its didactic structure, but also to the socially significant results and mental image of the teacher. It signifies openness, the recognition of the opinion of others.

The innovative activity of the teacher implies that it takes place in the dynamics of conflict and mutual enrichment of different views.

The effective implementation of a teacher's innovative activities depends on a number of conditions. It includes the teacher's purposeful communication, a neutral attitude towards opposing views, and a willingness to teach recognition of a rational situation in different situations. As a result, the teacher has a comprehensive topic (motive) that provides his knowledge and scientific activity.

Topics (motives) such as self-activation, self-creativity, self-knowledge and creativity play an important role in the work of a teacher. This allows the teacher to shape the creativity of the individual.

An important condition for innovation is to create a new situation of communication.

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

New relationships, as in the tradition, should be free of elements such as coercion, submission to judgment. They should be built in the form of peer cooperation, mutual management, mutual assistance. The most important feature of their relationship is the creative collaboration of teacher and student.

The innovative activity of the teacher is explained by the following main functions:

- Conscious analysis of professional activity;
- 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 professional activity.

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

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

- Socio-economic modernization requires a radical renewal of the education system, methodology and technology of the educational process. In this context, the teacher's innovative activity consists of the creation, mastery and use of pedagogical innovations;

- Humanization of the content of education requires constant search for new organizational forms of teaching, modern technologies;

- A change in the attitude and character of the teacher to the development and implementation of pedagogical innovations.

The analysis of teacher innovation activity requires the use of certain criteria that determine the effectiveness of innovation. Such standards include novelty, acceptability, high efficiency, and opportunities for creative application of innovation in mass experiments.

The concept of "innovation" is understood both in the news and as a process of putting this innovation into practice.

The term "innovative pedagogy" and its specific research appeared in the 60s of the twentieth century. Innovative activity L.S. Gavrilenko, V.I. Kutugina, Yu.L. Researched in the work of Lukin et al. These studies are highlighted in terms of innovative practice practices and the dissemination of best pedagogical practices [2].

Scholars such as OG Khomeriki, MM Potashnik, AV Lorensov [6] understand the development of education in practice, the introduction of components that did not exist before, or their replacement by improved forms in the form of pedagogical renewal. They say the update needs to be understood in a new way. Expressing renewal in the form of a relative concept, it is characterized by the fact that change is characterized by the following qualities: the subject of change, that is, the subject of change in the education system; depth of change (rate of change as a result of innovation); scale of changes; sources of renewal (volume); level of improvement.

Uzbek scientists N.Saidahmedov, Sh.Shodmonov, G.Baubekova, G.Khalikova [7,8] and others consider pedagogical innovations as a special form of best practice. He equates them with radical innovations and connects them with the following: a new solution to an urgent problem, the use of which leads to new qualitative changes, their application will qualitatively change other components in the system. In this case, the update system is understood as a transition from one quality state to another.

Innovation exists within a particular education system and occurs on the basis of renewal. In this way, innovation can be understood as a process of educational development through the creation, application and assimilation of innovation.

Novelty as a norm of pedagogical novelty reflects the essence of the novelty, the level of novelty, which is offered in itself. 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 [3].

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 normatively significant positive outcomes in a teacher's performance.

The norm of pedagogical innovation should, by its very nature, remain the property of mass experiments. Pedagogy first brings innovation to the work of individual teachers. At the next stage - after testing and objective assessment, pedagogical innovation is recommended for mass implementation [5].

Opportunities to determine the professional readiness of teachers for innovative activities include:

- to predict the success of the general and individual stages of the planned innovation;
- identify the advantages of innovation and shortcomings in its implementation for further processing;
- to compare the innovation with other innovations, to select the most effective of them, to determine the most important and mature;
- check the level of success of the innovation;
- Assess the innovative ability of the organization implementing the innovation, etc.

The teacher's innovative activities include analyzing and evaluating innovation, formulating goals and concepts for future actions, implementing and editing this plan, and evaluating effectiveness.

The following main features of the personality of the teacher and his abilities inherent in innovative activity are identified in the effectiveness of innovative activity [11]:

- creative and motivational orientation of the person. It is curiosity, creative curiosity; striving for creative achievement; striving for leadership; striving for self-perfection, etc;
- creativity. This is fantasy; freedom from stereotypes, risk-taking, critical thinking, ability to evaluate, self-observation, reflection;
- assessment of professional activity. This is the mastery of the methodology of creative activity; mastering pedagogical research methods; the concept of authorship is the creation of technology of activity, the creative elimination of conflict; skills of cooperation and mutual assistance in creative activities, etc. ;
- individual ability of the teacher. This is a picture of creative activity; ability of the person to work in creative activity; perseverance, self-confidence; responsibility, honesty, truthfulness, self-control and so on.

Research of innovative activity allows to define criteria of readiness of the teacher for the following innovative activity:

- understanding of the need for innovative activities;
- readiness to be involved in creative activities;
- Adaptation of personal goals to innovative activities;
- readiness to overcome creative failures;
- the level of technological readiness for the implementation of innovative activities;
- The impact of innovative activities on professional independence;
- ability to professional reflection.

Thus, the nature of innovation processes in higher education, professional colleges, academic lyceums and schools is determined by the characteristics of the innovations included, the professional capabilities of teachers, the characteristics of innovative activities of innovators and participants.

One of the most important issues in innovation is the personality of the teacher.

The teacher should be an innovator, a productive creative person, who loves creativity, a wide range of interests and activities, has a rich inner world, hates pedagogical innovations [12].

Preparation of teachers for innovative activities should be carried out in two directions:

- formation of innovative readiness to perceive innovation;
- teaching to act in a new way [10].

In the organization of innovative activities, the educational activity of students and its management is of particular importance.

The study of innovation processes, their functions, development laws, mechanisms and technologies of their implementation, the pedagogical basis of management principles allows to organize the educational process in higher education, professional colleges, academic lyceums and schools on the basis of modern pedagogical technologies and psychological sciences. [1].

CONCLUSION. At the current stage of socio-economic development, research in the field of pedagogy involves the study of promising areas for determining the content of education. However, in this area, too, it is necessary to ensure the harmony of modern pedagogical theory with the pedagogical views created in the past. This requires a reference to the philosophical problems of pedagogical science. Because in these sources, the system of views that serve to form a harmoniously developed person, each person is required to rise to the level of spiritual and cultural qualities in the educational process of universal, national-ethical, business, knowledge, perseverance, passion. The content of education plays an important role in this. To do this, it is necessary to directly rely on the cultural and educational heritage created in the past and the achievements of world civilization. In order to ensure the coherence and continuity between modern pedagogical thinking and the views created in the past, it is necessary to study the philosophical approaches that are the leading issue of pedagogy. At the same time, the categories of freedom and freedom of thought should form the basis of the content of education. In this case, first of all, there is a need to put into practice the untapped potential of pedagogical science.

At the present stage, the science of pedagogy has very little information about the individual, his worldview, his place in society, person and interpersonal, person and state, person and society relations, the person's place in society, his duties and responsibilities, ways of cultivating duty and conscience in the developing person. Research in the field of pedagogy should, first and foremost, cover the same issues. Otherwise, pedagogical science will not be able to find constructive solutions to the problems it faces. As a part of pedagogical science as an integral part of it, pedagogical science will be able to effectively manage the educational process only if it conducts scientific research on the philosophical problems of pedagogy. The science of pedagogy, along with its philosophical network, must develop its statistical and social spheres.

One of the important tasks of pedagogy is the role of education in society, its goals and objectives, levels of education, mechanisms of education, components of the system of continuing education, the content of the educational process, the requirements for learning outcomes in the interests of the individual, state and society. will be reflected in the development. When defining the goals and objectives of education, the subject of pedagogy, first of all, should provide for the development of the individual, the harmonization of his interests with the interests of the state and society, raising individual activity, worldview to the level of state and society.

REFERENCES:

1. Azizxodjayeva N. Pedagogik texnologiyalar va pedagogik mahorat –Т.: 2006, 62-70- бетлар.
2. Гавриленко Л.С. Инновационная педагогика: учеб. пособие / Л.С. Гавриленко, В.И. Кутугина, Ю.Л. Лукин. – Красноярск: Сибирский федеральный университет, 2019. – 137 с.
3. Муслимов Н.А., Рахимов З.Т., Ҳамидов Ж.А. Касб таълими методикаси. Дарслик. Тошкент “Инновацион ривожланиш нашриёт-матбаа уйи”, 2020. 282 б.
4. Муслимов Н.А., Рахимов З.Т., Хўжаев А.А., Қодиров Ҳ.Ш. Таълим технологиялари. Дарслик. Тошкент “Ворис” нашриёти – 2019. 568 б.
5. Рахимов З.Т., Муслимов Ш.Н., Имомов М.П., Келдиёрова М.Ф. Педагогик технологиялар // Ўқув қўлланма. Тошкент: «Фан ва технологиялар нашриёт-матбаа уйи», 2021. – 192 б.
6. Хомерики О.Г, Поташник М.М, Лоренсов А.В. Развитие школы как инновационный процесс - М, 1994.
7. Фарберман. Л. Илғор педагогик технологиялар. –Т.: 2000., Азизходжаев Н. Педагогик технология ва педагогик маҳорат. – Т.: 2006
8. Шодмонов Ш., Баубекова Г., Халикова Г. Инновационные методы обучения в экономическом образовании. –Т.: Фан, 2003
9. Эркабоева Н. Янгиланган фикрларнинг моҳияти ва унинг устувор йўналишлари. // Халқ таълими, 2005 йил, 6-сон, 19-20 бетлар.
10. Яголковский, С.Р. Психология инноваций: подходы, методы, процессы: монография / С.Р. Яголковский. - М.: 2011.– 272 с.
11. Яголковский С.Р. Творческая деятельность субъекта в условиях инновационного процесса: когнитивный и групповой аспекты / С.Р.Яголковский // Психология. Журнал ВШЭ, 2013. – Т. 10. – № 3. – С. 98-108.
12. Якиманская И.С. Основы личностно-ориентированного образования / И.С. Якиманская. – М.: Бином, 2010. – 220 с.