



Innovative Activity in Education

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Brief Announcement Of The Article: Innovations in the educational process, advanced pedagogical technologies, innovations, the use of interactive teaching methods in the teaching process, if each teacher organizes his activities based on innovations, ie lessons based on new pedagogical technologies, the student's interest increases, and the teacher achieves high efficiency. In this article, we have tried to show that the issues of educating a perfect person, ways to activate them in the educational process, and the application of new pedagogical technologies are one of the most pressing issues today.

Keywords: innovation, motivation, innovative activity, interactive method, knowledge, skill, situation, problem, radical innovation, modified innovation, combined innovation.

Introduction

The goal is to get the most out of the money and effort spent on innovations in the education system or learning activities. The difference between innovation and any innovation is that it must have a changing mechanism that allows it to be managed and controlled.

Literature Analysis And Methodology

Innovations in the educational process, advanced pedagogical technologies, innovation and s, and interactive methods of teaching do not enter the educational process by command or instruction on their own or from above. It is a process that depends on the teacher's performance and his or her motivation. If every teacher organizes his batons of innovations, that is, carries out innovative activities, the achievement of quality indicators in the learning process is guaranteed. This begs the question: what is "innovative activity"?

Before defining the concept of "innovative activity", we wanted to dwell on the concept of innovation.

Lexically, the term "**innovation**" means "innovation" when translated from English. In essence, the concept of "innovation" is **an activity aimed at changing the internal structure of a particular system**

manifestations of innovation are :

- new ideas;
- specific goals aimed at changing the system or direction of activities;
- non-traditional approaches;
- unusual initiatives;
- Advanced working methods.

Education Innovations are forms, methods, and technologies that can be used to solve an existing problem in the field of education or the learning process based on a new approach, which can guarantee a more effective result than before.



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Educational innovation is also called "innovative education". The concept of "innovative education" was first used in 1979 at the Club of Rome.

Educational innovations are divided into several types. They are:

1. **By field of activity:** innovations used in the pedagogical process or the management of the education system.

2. **According to the description of the changes:** radical, modified, and combined innovations.

3. **According to the scale of changes:** network (local), module, and system innovations.

4. **According to the source of origin:** innovations created or assimilated directly by the team.

Problem-based learning is education that serves to develop skills and competencies in students such as creative research, small research, making certain assumptions, substantiating results, and drawing a certain conclusion.

The first ideas of problem-based education were based on the American psychologist and educator J. Dewey (1859-1952). He founded an experimental school in Chicago in 1894, based on play and labor, rather than on a curriculum.

J. Dewey identified the following areas as the basis of problem-based learning:

- 1) social;
- 2) constructive;
- 3) expressive art;
- 4) research.

The author used the following tools to organize education in these areas:

- 1) the word;
- 2) works of art;
- 3) technical devices;
- 4) games;
- 5) labor.

In the 60s of the last century, problem-based education was further developed based on the views of researchers such as L. Rubinstein, M.I. Mahmutov, V. Okon, and I.Ya. Leland ner. S.L Rubinstein's idea that "Thinking begins with a problem situation" was accepted as the psychological basis of problem-based learning.

M.N. S Skatkin's types of problem-based education include :

1. Problem statement of knowledge (problem report).
2. Solving problem tasks (problem practice).
3. Carrying out small scientific research (problem experiments).

Problem-based learning is based on the **problem** (Greek "obstacle", "difficulty") or **problem situation** and problem TT serves to find their solution. In many cases, problem and problematic situations are taken as synonyms. They are different from each other.

Components of the problem :

- 1) known knowledge;
- 2) unknown knowledge;
- 3) existing experience.



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Pedagogical problem - It is a pedagogical issue that needs to be addressed, but the solution is still unknown.

To solve the **problem, go through the** following steps:

1. Look for the problem.
2. Problem statement.
3. Problem-solving action.

Problem-solving in the learning process takes place on several levels.

Discussion

First of all, it is necessary to explain the concept of "activity". Activity is a social phenomenon, a goal-oriented movement that meets the individual, group, national, or universal needs. Activities are divided into different types according to their purpose. For example entrepreneurial activity, pedagogical activity, educational activity, management activity, innovative activity, etc.

To have a motivational readiness to solve problems in any situation.

Like other types of activity, innovative activity has its own given cultural form, subjects, goals, means, and conditions of its implementation.

The innovative activity needs considering as a specific area in social practice. From the point of view of the specific subject of this practice, a new activity that leads to significant to the existing tradition that can be considered innovative.

Innovative activity is an activity aimed at solving complex problems that arise as a result of incompatibility of traditional norms with new social requirements, or the collision of a newly formed norm of practice with the emerging norm.

The main features of innovative activity are: mastering the technology of creative activity; being able to transfer previously acquired knowledge and skills to new situations; identify problems; be being to see the new functions of the object; finding alternative solutions; knowledge and skills to classify oneself and one's activities.

The experience of carrying out innovative activities is truly innovative only if it is universal in people's lives.

If the innovative activity meets the conditions and requirements listed above, then its original content means the emergence of new technology in practice. In this context, it is necessary to formalize the organizational management of innovations in innovative activities, and they should be strengthened in the changing practice.

The result of innovative activity is the activity aimed at the transformation of inventions-inventions, inventions-project and s, and projects-technologies that have emerged as innovations. The specified sequence is given in advance.

Innovation in innovation is not from on the logic of academic science but arises from the reflection of practice that develops as a result of the support of modifications to the development process.

During the period of special innovation activity, innovations are introduced into various areas of education. The infrastructure of innovative activity consists of organizations that offer the services necessary for the implementation of innovative activities to the subjects of innovative activities. This means that professional development institutes, district (city) methodological councils, and school methodical associations should organize the services necessary for teachers to carry out innovative activities.



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Results

The preparation of teachers for innovative activities is carried out in several stages, through continuous professional development. First of all, it is necessary to shape the psychological readiness of teachers for innovative activities. At the same time, the teacher should know the leading didactic principles: the balance between the need to acquire pedagogical skills and the need to change their activities; joint creativity of the subject and object from the pedagogical process; to be able to get out of new, hitherto unknown situations.

In the second stage, psychological and pedagogical knowledge and pedagogical skills have formed. The educational process and its results depend on the entry and application of pedagogical innovations in the education system. Innovations are fully integrated into the educational process during the period of innovative activity.

One of the most important tasks of today's teachers is to teach by the requirements of the times, to achieve quality and efficiency in lessons, and to brand ing up the younger generation both spiritually and physically.

In the education system, DTS has been developed, a new generation of textbooks has been created and ed, and programs, methodological manuals, and recommendations have been developed. Because without the renewal of the teacher's activity, it is impossible to achieve effectiveness in education. It is well known that pedagogical activity is not innate talent or an inherited trait, but it is based on research and creative work.

Conclusion

In conclusion, it is no longer enough today in education to convey a certain system of knowledge to students and just remember them. Motivation in modern education, credatingting a desire for independent learning and g, and integration-based education are among the urgent tasks. Innovative activity is an education system aimed at meeting such a demand. The main requirement of innovative activity is that students acquire thorough knowledge, be active in the acquisition of knowledge, think independently and achieve a clear and effective result in education.

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