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Features of Innovative Activity of a Modern Teacher in a Secondary School

Kurbonov Gulomjon Gafurovich

Associate professor of the Department of Mathematics and informatics of the Bukhara State Pedagogical Institute

Rajabova Zarnigor Nematullayevna

Master's degree, 2nd year, Bukharsky innovation university

Abstract: The article describes the components of innovative activity, the role of creativity in the teacher's activity, the conditions under which it can be implemented, as well as the levels and conditions of the teacher's innovative activity.

Keywords: innovative activity, levels of innovative activity, innovative technologies, need, creative innovation, creative approach, reproductive level, motivation.

Introduction.

The central figure of education has always been the teacher, and at a time when many changes are taking place in the modern education system, it is impossible not to move to innovative activities of educational institutions. If teachers do not strive to improve their professional activity, the necessary changes cannot occur. No one doubts that the improvement of pedagogical skills is necessary for every educational institution and every teacher. As a result, the number of teachers who have mastered modern innovative technologies is expanding.

Creativity is the most important component of pedagogical skills, because if the professional activity of a teacher is built only as a repetition of the methods of work learned once, then it is still considered incomplete. The personality of the teacher does not develop, the methods of transfer of learned knowledge become obsolete, and as a result, the teacher's interest in working with students fades. So what is creativity?

In a broad sense, creativity is any practical or theoretical activity of a person, in the process of which new results (material products, knowledge, methods, etc.) are created. These results may be new to this person or to many. A teacher's creativity begins with the assimilation of what has already been collected by others, that is, adaptation, reproduction, repetition of knowledge and experience. A creative attitude to one's work is the most important characteristic of a person and a condition for its comprehensive development.

What qualities make a person creative? Can everyone create or is it only for a select few? Answers to these questions have been sought for a long time. In the early period of creative research, on the basis of studying the biographies and memories of famous artists, scientists, inventors, they try to distinguish the qualities that are common to all of them and distinguish them from other people. The result of this work is that the most important characteristic of an artist is his endless passion for creative work [1].

Research shows that there is no reason to believe that the ability to create is given only to the chosen ones. Every person who strives to realize himself and develop his abilities in his work can become a creator. The most important feature of such a person is his desire to create new things and improve himself. In addition, such a person is sensitive to social needs for changes, the ability to formulate alternative solutions in problematic situations; the ability to doubt the obvious; the ability to emphasize the main thing; the ability to see the future; critical thinking, willingness to take risks; communication skills; characterized by the ability to see the world before needs (motives). According to A. Maslow, a person's behavior is determined by his needs, that is, by the conditions created by the need for objects that are necessary for his existence and act as a source of his activity. It keeps the person active until the need is satisfied. Once the need is satisfied, it loses its importance [2].

A. Maslow distinguished five qualitatively different groups of human needs. The lowest level of physiological needs is the need for food, shelter, clothing, etc. The highest needs are the needs for self-actualization and self-realization.

A higher need, according to A. Maslow, can become a motive for behavior only when lower-level needs are satisfied. But he insists that his hierarchy of needs is not a rigid scheme. He recognized that higher-level needs may arise before lower-level needs are met. In addition, A. Maslow believed that higher needs have functional autonomy: after they appear in the creation of a person, they no longer depend on the level of satisfaction of lower needs [3].

A. Maslow's hierarchy of needs is a useful tool for analyzing people's behavior and introspection. Although different levels of motives are simultaneously implemented in people's activities, they always have dominant motives, the impossibility of implementation leads to the cessation of the activity itself [4].

Psychological research on the examples of inventors, the most effective scientists and businessmen concluded that their main difference is not in some special mental talent, but in the presence of motivation. As it turned out, their actions were mainly called the pursuit of intellectual success or “achievement motive”.

Often, the main reasons for engaging in innovative activities are material motives or the desire to avoid tension in relations with management and colleagues. If teachers do not participate in innovative activities, then their motivational structure is often dominated by lower-level motives, and they do not consider their participation in school development as an effective means of realizing these motives [5].

With a developed motivational structure, even if the material motive does not disappear, it does not determine the teacher's attitude to innovative activity. The need for self-awareness and self-improvement are the main motivations of an innovative teacher. Such a teacher has the most important personal characteristic - the need for active creativity. This need subjugates other needs of a subject-material nature that make up the system and are therefore related to consumption.

Analysis of literature on the topic. As for the levels of formation of the teacher's innovative activity, innovative activity, like any human activity, can develop at different levels. Russian pedagogic scientists V.A.Slastenin and L.S.Podimova described the level of formation of

innovative activity and identified four levels, the first of which identifies innovative activity that is not actually formed.

The level of adaptation of the teacher's innovative activity is characterized by an unstable attitude towards innovation. Technological readiness is related to the use of experience. The teacher's professional-pedagogical activity is built according to a pre-developed scheme and algorithm, creative activity is not manifested in practice, professional development, if necessary, is carried out through various courses. Innovation is mastered only under the pressure of the social environment; as a rule, he refuses to use innovations in his practice at this level [6].

The reproductive level is characterized by a stable attitude towards pedagogical innovations, a desire to establish contact with innovative teachers is shown, and a high rate of satisfaction is noted. Creative activity is still manifested within the framework of production activities, but in standard conditions with elements of searching for new solutions. Positive direction of needs, interests in studying alternative approaches to education and upbringing of children are being formed; thinking is characterized by copying ready-made methodological developments with slight changes in the application of work methods.

Teachers understand the need for self-improvement.

The second component of preparation is a set of knowledge about modern requirements for the results of school education, innovative models and technologies of education, in other words, everything that determines the needs and opportunities for the development of existing pedagogical practice. A teacher's sensitivity to problems is determined, first of all, by how he understands the goals of school education and the requirements for the results of his work. If these requirements do not meet the highest standards, the teacher cannot see problems in the results of his work. Similarly, a teacher who is poorly focused on innovative programs and technologies cannot see not only the shortcomings of the school's pedagogical system and his practice, but also the opportunities to eliminate them [7].

However, it is not enough to know about the existence of innovative educational models, programs, and technologies. In order for the teacher to be well-oriented in the space of opportunities and make the right choice, he should know the conditions for their effective use [8]. Any change in activities should be not only relevant, but also realistic and suitable for the actual conditions in the school. If, for example, a teacher wants to build his work by implementing developmental, problem-based or research educational technology, and in general, the pedagogical process in the school is built on the basis of a knowledge-oriented model, then he should know that innovative technologies can only be partially used in such conditions [9].

Methodology

This study employs a qualitative research approach to examine the innovative activities of modern teachers in secondary schools. The research is based on a review of relevant literature, pedagogical theories, and practical case studies. Data collection methods include content analysis of scientific articles, educational policy documents, and teacher training materials.

Additionally, expert opinions from experienced educators were analyzed to understand the levels of innovative activity among teachers. The study also considers theoretical models of teacher motivation, creativity, and professional development. The findings are synthesized to propose strategies for enhancing innovative teaching practices in secondary education.

Discussion

The findings emphasize the importance of teacher motivation, creativity, and professional growth in fostering innovative teaching practices. Teachers who actively seek self-improvement and engage with new educational models are better equipped to implement innovation effectively.

However, challenges such as resistance to change, lack of proper training, and limited resources hinder the adoption of innovative methods. Encouraging collaboration, continuous professional development, and institutional support can significantly enhance teachers' innovative activities.

Overall, promoting an innovation-friendly environment in schools is crucial for improving teaching effectiveness and student learning outcomes.

Analysis and results. The level of competence of a teacher in innovative education can be different, therefore, his level of readiness for innovative activities in this aspect is also different.

The third component of a teacher's readiness for innovative activity is a set of knowledge and methods for solving the problems of this activity belonging to the teacher, that is, competence in the field of pedagogical innovation. A teacher who is well prepared for innovations in this aspect:

- owns a set of concepts of pedagogical innovation;
- understands the place and role of innovative activity in an educational institution, its connection with educational activity;
- knows the main approaches to the development of the pedagogical system of the school;
- can learn the experience of innovative pedagogues;
- can critically analyze pedagogical systems, educational programs, technologies and didactic educational tools;
- develops and supports innovative proposals for improving the educational process;
- can develop projects for the introduction of innovations;
- knows how to set a goal for experimental work and plan it;
- able to work in working groups of implementation projects and conduct experiments;
- can analyze and evaluate the school's innovative activity system;
- can analyze and evaluate himself as a subject of innovative activity.

The general level of readiness of teachers for innovations is as follows: the level of motivational preparation; level of competence in innovative education; level of competence in pedagogical innovation.

Conclusion. The success of the teacher's innovative activities largely depends on the acquisition of a certain level of culture, the ability to actively interact with the socio-pedagogical environment. The process of forming the teacher's innovative culture consists of several stages and is manifested along with mastering innovative activities by following creative behavior models. The presence of such an ability ensures ease of access to pedagogical activities, increases the level of its development, reduces the number of “trials and errors” and increases productivity..

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