

PSYCHOLOGICAL CHARACTERISTICS OF TEACHER'S INNOVATIVE ACTIVITY**Ramazonov Jahangir Djalolovich**

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Annotatsiya. Ushbu maqolada oliy ta'lim tizimida yuqori malakali va raqobatbardosh kadrlarni tayyorlash bu tizimning eng muhim vazifalari va pedagoglarning innovatsion faoliyatining psixologik xususiyatlar haqida fikir mulohazalar keltirib o'tilgan.

Kalit so'zlar: inovatsiya, navatsiya, texnologiya, komplekslik, tizimlilik, innovatsion muhit, innovatsion pedagogik faoliyat, optimallig.

Abstract. In this article, the training of highly qualified and competitive personnel in the higher education system is the most important task of this system and the psychological features of the innovative activity of pedagogues are discussed.

Key words: innovation, innovation, technology, complexity, system, innovative environment, innovative pedagogical activity, optimality,

The training of highly qualified and competitive personnel in the higher education system of our country is one of the most important tasks of this system. The effective solution of this task will not fail to have an impact on ensuring the achievement of the goals of the socio-economic reforms implemented in our country and the radical restructuring of the life of our society. Psychological-pedagogical and methodical preparation of students is determined by their ability to transform theoretical knowledge into practical skills and qualifications. Therefore, it is desirable to carry out meaningful pedagogical practices organized in higher education institutions. The main means of preparing a teacher for innovative pedagogical activity is all kinds of pedagogical practice.

Pedagogical practice as a means of preparing a future teacher for innovative activities is a multidimensional phenomenon of pedagogical reality. The prospects of every society are related to the development of science, technology, and education, and the development of competent personnel. Pedagogical practice is considered a consistent continuation of the educational process of undergraduate students in a higher educational institution, strengthening the theoretical knowledge obtained in the undergraduate course and applying this knowledge, skills, skills directly to the educational process. gives the opportunity to

Pedagogical practice is a process aimed at improving the pedagogical skills of future

teachers in organizations and educational institutions (out-of-school institutions, neighborhood, special schools, orphanages, camps).

The main goal of pedagogical practice is to develop the professional pedagogical and psychological training, creative thinking, professional skills and abilities of future teachers for educational and educational work in organizations, extracurricular educational institutions, camps, in a word, to make them innovative consists of preparation for activity.

If students learn to apply their knowledge in practice, apply it to life and come to theoretical conclusions in this process, the knowledge they have acquired will become a firm belief. In the process of practice, it helps to strengthen self-education in the formation of professional and pedagogical qualities of the future teacher. From the very first day of the pedagogical practice, the main social task of the students is required, that is, the formation of a fully developed mature person, the preparation of the young generation for life and active work. It should be noted that during the period of pedagogical practice, students' work should be of a creative nature. If students fulfill their professional obligations creatively, find effective forms and methods of solving pedagogical tasks, their attitude towards their chosen profession, interest in pedagogical activities will develop, and their professional skills will increase. From this point of view, pedagogical practice is a skill school, a place for learning advanced work practices.

Pedagogical practice is the main part of the educational and pedagogical process in the training of future teachers. Pedagogical practice is carried out in accordance with the model and working curriculum. The content of pedagogical practice corresponds to the program developed in the department, depending on the type of practice. Practice is organized separately from training sessions. Pedagogical practice is carried out by students in organizations that have a contract with a higher education institution. In some cases, students of the graduate course can do active pedagogical practice in the educational institutions where they plan to work. Pedagogical practice places for students are organized based on the order issued by the rector of the higher education institution. Pedagogical technology, which objectively implies innovation in the teacher's pedagogical activity, is reflected in the development of new branches of pedagogical knowledge, such as acmeology, conflictology. New manifestations of these pedagogical knowledge are considered achievements of pedagogic science, and the student encounters them during practice.

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will be helped by the strengthening of self-education. From the very first day of pedagogical practice, students are required to perform the main social task, namely, the formation of a fully developed mature person, preparing the young generation for life and active work.

It should be noted that during the period of pedagogical practice, students' work should have a creative character. From this point of view, pedagogical practice is a skill school, a place for learning advanced work practices. Pedagogical practice for preparing future teachers for innovative activities is organized on the basis of a certain system, and the demand for it increases as it passes from course to course. The high requirements for the innovative pedagogical activity of the future teacher necessarily require the creation of a consistent, scientifically based system of pedagogical practice. The educational reform implemented in our country found its scientific-theoretical, socio-economic, political-legal expression in the Law "On Education". In the organization of the educational process in higher educational institutions, it is extremely important to pay special attention to educational work, and in the training of highly qualified specialists in them, it is extremely important to form them as a person with high moral qualities, as well as to learn their profession perfectly. The work being carried out in this regard has been recognized at the international level and has begun to bear its initial results. As a result, the economic and social development of our republic has accelerated. But taking into account the factors of its future development, it is necessary to adapt the training of specialists to world standards, to turn them into personal beliefs of their specialties and socio-political knowledge. In the new historical conditions, it is impossible to solve the complex economic-political, spiritual-ethical problems facing society without self-improvement. Because in solving them, it is important to feel the responsibility of a person consciously, intelligently, and socially active to the people and the nation. Building an independent legal democratic state with changing a person's mind and thinking is a dialectically interdependent process.

The formation of a teacher as a person and master of the profession does not happen all at once, but includes certain stages. This is, first of all, the student's choice of this profession, having a certain idea about it or his love for this profession, and secondly, education at the higher educational institution, with mastering the social-humanities, pedagogy-psychology subjects. depends. At the same time, it is important for the student to be able to work with people, to direct them to certain activities, to perform various social works, and to present scientific-research works with lectures at scientific-practical conferences. At the same time, direct pedagogical practical activity - qualification and educational practice is considered important in the professional formation of a teacher. It is in this process that it is much easier to form a socially

active teacher. Because in this, the practical application of the acquired knowledge, the ability to do pedagogical work, and the compatibility of personal physical qualities are tested. Based on the assumption of his practical activity, he will have the desire to know which subjects he has enough knowledge to become a teacher or in which subjects he will deepen his knowledge. If students get theoretical knowledge at a higher educational institution, they will test it in the process of pedagogical practice. They are interested in learning new knowledge by integrating theoretical knowledge and practice. Clearly organized pedagogical practice plays an important role in the professional and personal formation of a teacher. In the process of pedagogical practice, it is possible not only to check the correctness of theoretical knowledge, but also to get to know the social activity and personality of the teacher on the basis of the readiness of the student to apply them for independent work.

To be a good teacher, it is not enough to know your subject in depth. It is also very important to be able to teach it to others. In addition to the in-depth knowledge of one's subject, its integration with other subjects, knowledge of modern information technologies, law, medicine, world and country's socio-economic development, students' interest in the teacher's personality and science. increases. Therefore, comprehensive training of a teacher is not only a professional requirement, but also serves to strengthen his social position. Pedagogical skill is the product of long research and creative work.

In the research work, it is important to study the current situation in practice of the problem of preparing future teachers for innovative activities based on a creative approach, analyze the collected data, come to certain conclusions and, on this basis, carry out practical activities aimed at evaluating the general situation of the problem. takes place. We considered it necessary to implement the organization of experimental work on the basis of a practical activity approach. Fields were selected that allow for efficient conducting of experimental work. The preliminary - grounding experiment-testing works were carried out on the basis of a specific program.

The program to ensure the effectiveness of the foundational pilot work included:

1. Organizational-preparatory stage. At this stage, the tasks of conducting grounding experiments were determined:

a) pilot-test sites that are convenient in all respects were selected for the purpose of implementation of pilot-test works;

b) the general period and stages of the trial process were formalized based on the approval of the administration of higher education institutions designated as trial sites;

v) in the process of experimental work, the number and composition of respondents-students

were determined, respondents were approximately divided into experimental and control groups.

2. The process of direct organization of experimental work has been clarified.

- during the trial period, meetings and interviews are organized with the participation of students, the content and essence of the tasks that must be performed in this process, the main goal of the trial, the expected result, as well as the participation of students in the practical activities given information;

- on the basis of the theoretical analysis of the content of the training of future teachers for innovative activities, which was organized in higher educational institutions, the possibilities of improving the professional qualities of students were determined;

- the level of readiness of students for innovative activities was studied using interview, test tasks, questionnaire, interview, experiment and observation methods.

3. The following tasks were performed at the final stage of the foundational experimental work:

- a) the information found during the experiment was summarized;
- b) the generalized indicators were reanalyzed using mathematical and statistical methods;
- c) general conclusions were reached based on the results of mathematical and statistical analysis.

In order to study the current level of improvement of the process of preparing students for innovative activities based on a creative approach during the preliminary experimental work, we brought questionnaires and test tasks to the attention of the respondent-students. The following questions were included in the content of the questionnaire aimed at this goal:

1. Do you always follow best pedagogical practices?
2. Do you try to develop your pedagogical activity taking into account educational needs?
3. Do you strive to create an individual style of your pedagogical activity?
4. Do you follow the principle of "lifelong learning" in order to develop yourself?
5. Do you adhere to certain pedagogical ideas, do you try to develop them in the process of pedagogical activity?
6. Do you collaborate with scientific advisors?
7. Do you see the future of your activity, can you predict it?
8. What do you mean by innovation in your pedagogical activity?
9. What specific changes do you think are necessary in terms of innovative activities in your educational institution?
10. Evaluate the quality of conditions for the development of innovative activities in your

educational institution.

11. What are the obstacles for you in the assimilation and development of news?

When the students responded to the questionnaire, most of them tried to answer the concepts of "activity", "innovation", "innovative activity" to the best of their ability.

The respondent-students divided into the experimental and control groups were able to see the future, look at their pedagogical activities in a new way, develop their pedagogical and professional qualities, have a high level of who emphasized that great opportunities have been created for the formation of characteristics such as striving for the formation of human spiritual and moral qualities.

It was found that the level of development of the process of preparing respondent-students for innovative activities is not high. As a proof of this conclusion, test tasks were organized among the respondent-students. With the help of test tasks, the current state of students' understanding of innovative activity and its purpose and tasks, imagination, interest in pedagogic profession was determined. The results of the test task confirmed the truth of the conclusion stated above. The main purpose of conducting experimental work in the research process is to improve the process of new preparation of students for pedagogical activity based on the educational and educational opportunities of higher educational institutions.

Supplementing the content of pedagogical activities with lectures, seminars and developments, and didactic tools aimed at improving the process of preparing future teachers for innovative activities provides a guaranteed result. In the course of the research, the following forms, methods and tools of education, considered effective in the organization of experimental work, were determined:

1) pedagogical observation, interview, meeting, exercise-training, organization of questionnaires and test requests, roundtable discussion, interviewing, press club, conference, seminar-training, dispute, facilitation training, organization of exhibitions, excursion, forms such as workshops;

2) story, explanation, conversation, demonstration, practical training, excursion, "Cluster", "Guide text", "Brainstorming", "Sinkway", "Working in small groups", "Project", "Interactive methods such as "Critical thinking", "Collaborative teaching", "Insert", "FSMU", "Case-study", "Lilac flower", "Discussion";

3) lectures, talks, readers' conferences, debates, meetings, contests, theatrical evenings, "My profession is my pride", "I will be a teacher", "Teaching" dedicated to the content of innovative-pedagogical activity organization of spiritual and educational events such as

intellectual games, literary and artistic evenings on topics such as "honorable profession", "Teacher is as great as your father";

4) national priceless works created by our thinkers, scientific, scientific-popular, socio-philosophical works representing the modern achievements of science, technology and technology, national and universal values, examples of national-historical heritage, tools such as information and communication technologies. It was found that the experimental work conducted in order to determine the effectiveness of the technological system aimed at preparing future teachers for innovative activities based on a creative approach is of particular importance. Pedagogical observations, surveys, and didactic activities that invite dialogue have been proven to be of particular importance in determining the level of improvement of the pedagogical process aimed at preparing students for innovative activities based on a creative approach. It became clear that the use of modern pedagogical and information technologies in the organization of innovative pedagogical activities in higher educational institutions has a significant positive effect on the process of developing the preparation of future teachers for this activity. In innovative pedagogical activities, it has been proven that the relations between teachers and students are resolved in a highly creative spirit, based on national values, based on the principles of humanitarianism and patriotism. In the process of preparing for innovative pedagogical activities, students set new life goals for themselves and were able to cultivate professional qualities such as independence, initiative, creativity, selflessness, knowledge, love of the profession, respect for the profession, as well as honesty, correctness it was found that they have reached a high level in terms of generosity, dexterity, humanitarianism, patriotism, diversity of opinions, and also have self-management skills.

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