

The Role of the Teacher in the Application of Pedagogical Innovations to the Educational Process

Saidova Dilnoza Maripovna

Fergana Region National Center for Training Teachers in New Methods Senior teacher of the department of pre-school, primary and special education methods

ABSTRACT: The article examines modern forms of education, innovative processes in education and their importance in improving the quality of education. The role of the teacher in the development of education is shown.

KEYWORD: educational quality, innovation, renewal, educational system, innovative processes.

In accordance with the rule, innovative processes in education are considered in connection with three main aspects - socio-economic, psychological-pedagogical and organizational-management. From the content of these aspects, the general conditions for the creation of innovative processes are formed. Existing conditions can also hinder the implementation of the innovation process. Innovation processes can be spontaneous as well as consciously controlled.

One of the urgent problems of pedagogy arising in the conditions of the innovative environment is the difficulties arising in the work of the teacher, and failure to solve this problem causes the following negative consequences: dissatisfaction of the pedagogue with his work; decrease in pedagogical work efficiency; increased mental stress; accumulation of professional deformations, etc. The higher the level of the teacher's personality and professional training, the better he establishes educational and educational relations with students, the teacher's thoughts, the praise he gives to the student's behavior and meaning, affects how he interprets his achievements and shortcomings. Studying the important aspects of the professional qualities of teaching staff and scientifically justifying it became a priority task of pedagogic sciences in the years of independence. In particular, in the following years, B.Sirliev, Y.Asadov, Sh.Saparov, D.Arziqulov, S.Lashin, M.Makhkamova, N.Makhmudova, G.Makhmutova, G.Najmiddinova, R.Nurjonova, D.Olimova on this problem, M. Ochilov, B. Rakhimov, R. Safarova, M. Kuronov, N. Orinova, S. Usmonov, T. Gaffarova, O. Haydarova's experiments are worthy of attention. It is especially noteworthy that M. Davletshin listed the qualities characteristic of the personality and profession of a modern pedagogue.

It assumes that in the current educational process modern pedagogue should embody the characteristics and qualities specific to the teacher's personality and profession, and be able to use them appropriately and moderately in the process of teaching and upbringing.

They are:

1. personal characteristics of the teacher,
2. professional knowledge,
3. professional qualities,
4. personal pedagogical competence,
5. organizational skills,
6. communicative skills,
7. gnostic qualifications,
8. creative qualities

Shows that In addition, the scientist stated that, in order to successfully carry out his activities, the teacher must acquire important components of pedagogical skills: didactic skills, academic skills, perceptive skills, speech skills, organizational skills, authoritarian skills, communicative skills, pedagogical creative imagination, the ability to divide attention. must be. According to the opinion of the scientist, in addition to these, the teacher's pursuit of a noble goal, hard work, determination, humility, honesty, loyalty, exemplary behavior, posture, self-control, appearance, in short, his qualities and qualities that correspond to national and universal moral standards. acknowledges that its acquisition is an important factor that ensures its readiness for professional activity and the effectiveness of the educational process.

Today, it is important for pedagogues to have innovative skills and qualifications. In order for pedagogues to master the skills and competencies of innovative activity, it is necessary for them to have an innovative approach. By its essence, innovative activity by pedagogues takes place on the basis of the acquisition of skills and competences, based on their decision to adopt an innovative approach. The adoption of an innovative approach by pedagogues is also a complex process that takes place in several stages.

The teacher organizes innovative activities and the stages of its formation can be defined as follows:

In the first stage, ready-made methodological recommendations are used;

In the second stage, new ideas and methods are introduced into the existing system;

In the third stage, it organizes the content, form and methods of implementing a new idea;

In the fourth stage, the pedagogue creates his own concept or method of teaching and education. Thus, pedagogical innovation describes the consistent introduction of innovations into pedagogical activity. The educational system and process will develop according to the didactic possibilities of pedagogical innovations. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process. For this reason, it is necessary for every teacher to be able to consistently apply innovations in his work, fully understanding the nature of innovations.

Is one of the main requirements of today, not only the problems of improving the quality of education, but also the organization and formation of pedagogical activities of teachers on the basis of innovative technologies, first of all, the tasks of determining the guidelines for improving the activities of employees of various links of the system, coordinating them with new conditions and implementing them into practice. Based on this, the reforms implemented in the direction of improving the quality of education include the use of the most effective methods of innovative technologies based on scientific and technical achievements in the organization and management of the educational process on a scientific basis in all non-state educational

institutions, acquiring new personal and professional qualities within the scope of specialization. requires to go.

Russian scientists P.F. Anisimov , V.K Batsyn, A.I. Baranovsky, G.P. Baglaev, Yu.V. Vasiliev, A.I. Galagan, Drucker P. by the quality of education, they do not mean that the knowledge acquired by the students is in accordance with the DTS and curriculum, but they understand the quality provision of educational services by each pedagogue, the effective use of educational tools.

It should be mentioned here that the quality of education is measured not only by the acquisition of scientific and theoretical knowledge, but also by the level of interactive approach in the formation of skills and abilities to use them in practical activities. Pedagogical scientists define the concept of quality as the quality of mastering of the educational system, the second category of scientists defines the quality of mastering knowledge, skills and abilities, and others define the level of development of gifted students. Also, the result of the analysis of pedagogical literature shows that quality is interpreted as an important sign, feature, uniqueness that distinguishes one subject or phenomenon from another, as well as one or another characteristic, level of fitness, moral-ethical category, or a purely economic concept.

According to the analysis of the literature, the motivation of producer and consumer activities in the market economy is based on financial gain and increasing consumption efficiency. In this case, the consumer will have the opportunity to choose the best goods from different manufacturers. The main figure of the consumer [89;] determines the direction of development by purchasing goods and services according to his wishes. Based on this, we can say that in education, the "consumer" decides to study in a non-state educational institution according to his wishes. Accordingly, when talking about the problem of quality in education, it is necessary to pay particular attention to the fact that the "consumer" is always behind this concept. In everyday life, quality is used as an absolute concept. In our opinion, the concept of "quality" is the main tasks and directions of activity in the field of general secondary education, which are teaching, preparation, diagnosis, result, process, social system, assessment, external and internal control, the functioning of education as a system, pedagogical consists of components of the system, its change affects the quality of education.

Sh. Kurbanov, E. In their research, Seytkhalilov [105;] recognize the concept that improving the quality of education is "the level of satisfaction of various participants of the educational process with the educational services provided by the educational institution" or "the level of achievement of the goals and tasks set in education." In our opinion, improving the quality of education in non-state educational institutions is fundamentally different from the management of education, because not only the tasks of organizing and managing the educational process are carried out in the school, but the organization of the educational process on a scientific basis also involves the performance of several tasks, that is, education - to create the necessary conditions for the participants of the educational process, to organize, coordinate, control, analyze and evaluate their activities, as well as to create and strengthen the material and technical base for the implementation of this process, to arm them with new pedagogical and information technologies, in non-state educational institutions It also provides for the realization of a number of other tasks, such as the study and popularization of a number of identified work experiences at the district and city levels, as well as the provision of highly qualified specialists.

Therefore, it is necessary to unify the actions of the pedagogical team of the institution, to raise the quality of education and develop progressive education, so that the leaders of non-state educational institutions have not only pedagogical experience, but also the knowledge, skills and qualifications needed by children based on state requirements.

References:

1. Ishmuhamedov R, Abdugadirov A, Pardaev A. Innovative technologies in education. - T.: "Talent", 2008.
2. Nishonaliev U.N., Tolipov O'.Q., Sharipov Sh.S.. Vocational education pedagogy. Study guide. - T.: TDPU, 2007.
3. Azizkhodjaeva N. N. Pedagogical technology and pedagogical skills. -T. : "Science and Technology" publishing house, 2006.
4. Sabirdinov, A. (2019). Sketches to the novel "Night and day" by Chulpan. Scientific journal of the Fergana State University, 1(6), 119-120.
5. Sabirdinov, A. G. (2021). Interpretation of Characters in Utkir Hoshimov's Story "Yanga". International Journal of Multicultural and Multireligious Understanding, 8(6), 196-200.
6. Sabirdinov, A. (2020, December). ASKAR KASIMOV IN THE UZBEK POETRY OF THE XX CENTURY THE ROLE AND IMPORTANCE OF CREATION. In Конференции.
7. Sabirdinov, A. G. (2021). Interpretation of the banned period in the stories of Naim Karimov. Asian Journal of Multidimensional Research, 10(11), 4-91.
8. Сабирдинов, А. Г. (1993). Слово и образ в поэзии Айбека.
9. Oripova, G. (2019). UZBEK POETRY AND THE WORLD LITERATURE IN THE YEARS OF INDEPENDENCE. Scientific Journal of Polonia University, 32(1), 116-120.
10. Oripova Gulnoza Murodilovna. (2019). THE PECULIARITIES OF VAZN METER IN UZBEK POETRY OF THE INDEPENDENCE PERIOD. International Journal of Anglisticum. Literature, Linguistics and Interdisciplinary Studies. Volume: 8 /Issue:2/. – Macedonia, 2019. –P.33-39.
11. Murodilovna, O. G. (2020). Melody and musicality in Lirycs. ACADEMICIA: An International Multidisciplinary Research Journal, 10(11), 656-664.
12. Oripova G. M., Tolibova M. T. Q. Composition of Modern Uzbek Stories //The American Journal of Social Science and Education Innovations. – 2021. – T. 3. – №. 03. – C. 245-249.
13. Oripova, G. (2020, December). RHYTHM AND MYTHING IN LYRICAL GENRE. In Конференции.
14. Oripova, G. (2019) "Traditions of folk ballads and distinctiveness of uzbek poetry of independence period," Scientific journal of the Fergana State University: Vol. 2, Article 12.
15. Oripova, G. M. (2021). Genesis and Essence of Genre Concept. The American Journal of Social Science and Education Innovations, 3(12), 90-94