

METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF THE INNOVATIVE POTENTIAL OF SCHOOL TEACHERS

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ABSTRACT: this article scientifically substantiates systematic, synergistic, active, axiological, acmeological approaches to the development of innovative potential of school teachers.

KEYWORDS: Methodology, approach, innovation, potential, innovative potential, innovative opportunity, innovative ability, level of innovative potential.

INTRODUCTION

Before describing methodological approaches to the studied reality, it is necessary to clarify the terms “methodology” and “approach” adopted in pedagogy, which are still considered controversial concepts.

The concept of methodology reflects two aspects in itself: the first is associated with the results of cognitive activity, and the second is the activity itself in question. Each science has its own categories, concepts, subject of research, object and general rules of Science, the criterion of science is expressed. In the process of globalization, the development of Science, the language of scientific research, categories of its general worldview and private study occupy an important place.

Also, according to some literature, there should not be an “objective” methodology, but rather a scientific creation for each person should acquire an individual character, that is, a “subjective” methodology.

However, these points cannot be fully confirmed. While the methodology of pedagogical science represents a system of knowledge about Pedagogical Sciences and pedagogical research, secondly, it makes it possible to gain this knowledge, as well as clarify a number of concepts related to the field of methodology as an activity on the foundation of a research program (methodological support).

The research work carried out in the field of pedagogy, whose methodological support has a number of peculiarities. The concept of a methodological source of supply refers to the sum of knowledge of a particular type, which allows the researcher to obtain an objective and has a hierarchical affiliation.

The first methodological resource that helps to achieve moderation for the researcher is philosophical rules and methodological functions in it. For example, theory about the unity of theory and practice. This is how philosophy manifests itself as one of the sources of methodological support.

The presence of several levels of methodology gives equal rights to the inclusion of universal rules, as well as knowledge and approaches developed at the level of general methodology as part of methodological support.

Methodological knowledge serves as the basis for conducting special-scientific research, which has its own functions in determining the laws and organizational systems of practical pedagogical activity.

It allows us to talk about the fact that the two types of research in the field of pedagogy described above belong to methodological, on the one hand-to special-scientific analysis. They have different objects and directions and differ from each other in the scope of the problem.

Methodological research should have exactly a research description, that is, the requirements for any scientific research should be fully met, not to remain of a general contemplative and syncretic nature. In the field of pedagogy, concrete methodological research has a private special subject and relies on empirical data, which is reflected in the state of the Departments of one discipline or another, the nature and quality of the justification of normative materials directed for practice, evidence of the development of pedagogical concepts and their introduction into practice.

It is necessary to distinguish between the field of methodology and the special-scientific field: object of methodological analysis and special-scientific object analysis, methodological problems and special-scientific problems, methodological and special-scientific research. In the field of methodological activity, it is necessary to distinguish the provision of special-scientific research from that of a methodological study.

Among scientists, the concept of "methodological approach" is interpreted as the methodological position of the researcher. In pedagogy, the authors of scientific developments use different methodological approaches. In this connection, the need arises to choose methodological approaches for the continuous development of the innovative potential of the educator.

As noted above, innovative potential can be in realized (past), realizable (present), and unrealized (future) manifestations. The choice of methodological approaches in relation to this aspect should also be consistent with the analysis of the potential in relation to the time in question.

Initially, methodological approaches should be clarified in connection with the development of future innovative potential. Because this vision of potential means a development strategy, a determination of perspective. To achieve this goal, all-metal, that is, systematic and synergistic approaches are more suitable.

The description of the realizable (now) potential forms the basis for the activity-oriented, which creates the possibility of its implementation, achieving personal success and requiring an environment. In this case, it assumes the need for methodological approaches such as active, axiological, acmeological and environmental-oriented.

A systematic approach is the direction of scientific knowledge and methodology of social practice, on the basis of which the perception of objects as systems lies. In this, it is required to imagine an object as a whole, holistic, according to the content and essence of its connections and Means. In the study of the object of study, it is necessary to divide into several parts with special properties

and determine the properties of interrelationship and interrelationship between them, since each part has its own effect on the transformation of a holistic system.

A systematic approach to the development of the innovative potential of a school teacher makes it possible to apply a variety of scientific methods to obtain accurate and convincing information, organize activities in the desired direction, use original methods of design and continuously develop the phenomenon under study within the framework of research. In addition, a systematic approach helps to clarify the goals and objectives of development, select the content of work in this direction, distinguish the means and conditions of development, and also clarify the structure of innovative potential.

Synergetics in pedagogy is one of the methodological approaches, since in the holistic pedagogical process, within the framework of the target interaction, the influence of synergetics is observed.

The synergistic approach imposes a nonlinear understanding of the process of developing innovative potential, the openness of innovative processes, the condition for the recognition of significance-generating coincidences (fluctuations). A distinctive feature of the synergistic approach to the development of innovative potential is the recognition of the possibilities of several ways of mastering the innovations of the teacher and the emergence of jumps from acute, unstable situations that occur.

A synergistic approach to the continuous development of the innovative potential of school teachers allows you to design this process on the principles of integrity, openness and creativity. An active approach. As you know, activity is the main condition for Human Development, which serves as the basis for the analysis of pedagogical processes aimed at increasing the development and pedagogical professionalism of those who receive education.

In an active approach when applied to adult education, cooperation is based on the recognition of training as a partnership-based activity. An active independent – educational activity on the development of personal competence plays a leading role in this. The essence of the activity-oriented approach consists in such directions as “all pedagogical measures through the organization of activities on the basis of accelerated, continuous complication, or only through personal activity, a person acquires knowledge and re-understanding of Science and culture, the universe, forms and improves personal qualities.”

It should be noted separately that the content of the activity ensures the valuable orientation of the individual. This is due to the fact that in an active approach, adult learners are “an active subject of the educational process, capable of personal activity and self-development.”

The axiological approach is a mechanism that combines values, social, cultural factors and personality. Mature pedagogical scientist applied to pedagogy I.F.Isaev is credited with developing the classification of values. Based on this classification, the following classification of values regarding the development of the innovative potential of school teachers can be cited:

- target values (essence of innovative pedagogical activity);
- mediated values (importance of methods and means of carrying out innovative pedagogical activities);

- relational values (importance and essence of attitude as the main mechanism of innovative pedagogical activity);
- knowledge values (the role of psychological and pedagogical knowledge in the innovative activities of the teacher);
- quality values (importance of personal qualities in improving the quality of innovative pedagogical activity).

The axiological approach makes it possible to look at the motivational-value sphere as the driving force for the continuous development of personal-professional qualities that reflect the component of the teacher's innovative potential.

The axiological approach provides for the acceptance and implementation of values in human life in the pedagogical process. Puts in the content of education the task of introducing into the universe the experience of a valuable attitude.

The acmeological approach considers the issues of studying a higher level of professionalism, establishing a high level of self-expression and professional self-position, developing professional, including innovative potential, as well as creating conditions for such an opportunity, developing and substantiating the teacher's professional standard, modeling pedagogical positions and requirements for the innovation of pedagogical activity.

In general, the acmeological approach plays a special role in the personal-professional growth of a person "acmeological potential". Based on the analysis, it can be concluded that the presence of motivation for self-improvement, the desire to achieve heights in his professional activities can fill the place of the weak sides of the teacher's pedagogical activity and make him a master of his work.

CONCLUSION

In conclusion, the acmeological approach makes it possible to evaluate the processes of performing the functions of professional activity of the teacher in terms of a high degree of manifestation of potential in general, including innovative capacity.

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