

## FEATURES OF INNOVATIVE ACTIVITY OF TEACHERS OF A HIGHER EDUCATIONAL INSTITUTION

Sabirova Umida Farxadovna

Doctor Of Sociology, Dsc, Associate Professor At National University Of Uzbekistan

**ABSTRACT:** In modern conditions, it is important for teachers to quickly and mobilely perceive and apply new ideas, master modern approaches to teaching and educating students, and change their activities in accordance with the demands of education. The success of a teacher's activity is determined not only by the level of his professional and pedagogical skills, but also by the desire for self-development, self-improvement, which are based on the willingness to change oneself and change the situation around oneself. The effectiveness of this process is enhanced if teachers actively master innovations. In this article, the author analyzes in detail the theoretical foundations of the innovative activity of teachers of a higher educational institution.

**KEYWORDS:** Innovation, innovation process, universities, innovation activity, support, quality of education.

### INTRODUCTION

An analysis of the literature has shown that a unified approach to the terminological designations of phenomena and objects associated with the course of innovative processes has not developed in modern pedagogical innovation.

The innovative process in education is the process of improving educational practice, developing educational systems based on innovations [1]. The closest to the implementation of the objectives of our study is the definition of A.V. Khutorsky, who understands the innovation process as “a set of procedures and means by which a pedagogical discovery or idea turns into a social, including educational innovation” [2]. His analysis of innovative processes in education made it possible to consider them in three main aspects: socio-economic, psychological-pedagogical and organizational-managerial.

Regardless of the various interpretations, the specific content of the innovation process is the introduction of changes into existing systems, processes, technologies, which makes it possible to obtain new, significantly more effective results that have practical application. An analysis of the available points of view in the context of this study led to the conclusion that innovation activity is a purposeful transformation of the practice of educational activity through the planning

and implementation of pedagogical innovations in educational systems at different levels aimed at improving the quality of education.

The concepts of "innovative process" and "innovative activity" are not identical. Innovative activity is work aimed at creating innovations, which is an integral part of the innovation process. The innovation process is the development of innovation activity as a successive change in its states, i.e. it is a cyclic sequence of stages in the implementation of a product of intellectual activity [3]. The innovation process and innovation activity are two interrelated events, but the innovation process is a broader concept than innovation activity. The innovation process reflects the inner side of innovation and consists in a successive change in the states of innovation development, including the probability of spontaneous development of this phenomenon. In contrast, innovation activity is more connected with the external side of innovation and purposeful actions of the subjects of innovation.

It is known that teachers of higher education need not only to organize all types of professional activities, but also to make timely adjustments and creative decisions in teaching practice. Also, taking into account that improving the quality of education and training mature personnel is the need of the time, the study of the development of qualifications and innovative potential of the teaching staff and the conduct of research in this area is one of the most pressing issues in the education system [4].

Concretizing this statement, we can distinguish the following subjects of innovative activity: individual teachers, students, groups of teachers, teaching staff as a whole. Thus, the development of innovative activities can occur individually, in microgroups or throughout the organization. The individual level involves the development of innovation by a particular teacher, based on his professional and personal characteristics. G.V. Lavrentiev notes that in the process of mastering innovation, teachers are forced to change their view of their professional activities and themselves, to rebuild interpersonal and professional relationships. Innovative activity is associated with logistical, organizational and psychological difficulties, with the achievement and preservation of professional status in the teaching staff. The solution of these problems is possible through a change in the subjective attitude to changes, including a change in attitudes, motives, value orientations, and the formation of the ability to respond positively to changes. The innovative process requires emotional, intellectual and moral tension from the personality of the teacher, associated with a change in ideas about oneself and one's professional activity [5].

Experience shows that the result of innovative pedagogical activity depends not so much on the personal efforts of individual participants in the innovation process, but on the teaching staff as an aggregate subject of the implementation of pedagogical innovation. The teaching staff becomes a successful subject of innovative activity when relations necessary and sufficient for the active involvement of teachers in this activity at all its levels and the maximum use of existing opportunities to ensure its effectiveness are formed in its socio-psychological structure.

Resistance to innovation is a natural process. Any resistance is not just a whim of an individual worker and opposition to something new in general, but resistance to a specific idea or technology, the effectiveness of which is incomprehensible. The phenomenon of resistance also occurs in the education system. Therefore, often a teacher who is invited to join in something new, incomprehensible, violating the usual way of activity and interaction with other subjects of the educational process, treats this with distrust. This applies to teaching methods, restructuring relationships with students, parents, educational work and much more. The most fierce resistance is met by attempts to change the personality of the teacher himself, the prevailing ideas about himself, about the quality of the results of professional activity, which is a necessary condition for the modernization of modern professional education [6].

Subjective reasons for resistance to innovation include the following:

- individual psychological characteristics of the subjects of innovation;
- socio-psychological characteristics of the subjects of innovation;
- demographic characteristics of innovation subjects.

We believe that the identification of causes allows more purposefully and reasonably to determine the means to help teachers overcome the resistance to innovation.

Most of the objective causes of resistance are difficult to eliminate. The exception is organizational reasons, the change of which is possible at the level of the administration of the educational institution. The identified reasons were supported by the results of a study we conducted on the basis of universities.

### **Cognitive reasons:**

- Features of thinking, such as conservatism, rigidity, stereotyped and stereotyped. The most common thinking patterns are polarized thinking, overgeneralization, selective perception, unfounded conclusions, unreasonable expectations.
- Unclearness of the essence of the change, which gives rise to a misunderstanding of the meaning of innovation in general and its need in particular.
- Poor awareness of innovations.

### **Motivational reasons:**

☐ Low level of ambition, which manifests itself in the absence of the desire to set complex goals and achieve them. For teachers, this is expressed in a commitment to already known forms and methods of work and in the absence of a desire to master new, often more complex, pedagogical methods.

☐ Lack of motivation for professional self-improvement and self-development. Fears, a low level of aspirations, and other factors negatively affect the level of motivation for innovation, which is the cause of resistance.

### **Activity reasons:**

- Attitudes and stereotypes. This reason is indicated in their studies by I.F. Prokhorova, as well as J. Greenberg and R. Baron [7]. We have singled out the most common setting: "You can effectively teach using the old methods."

☒ Negative experience is also one of the causes of resistance. Many teachers, once faced with innovation and having received a negative result, or a result that did not meet their expectations, transfer this experience to innovative activity in general, which causes strong resistance.

Emotional reasons:

- Fears. This includes fear of loss, fear of changes in relationships with colleagues and management, fear of failure. In our study, educators note among the reasons the feeling of fear of negative results.
- Innovative fatigue.

Among the socio-psychological reasons, most authors highlight the lack of equal communication skills, the characteristics of the culture of communication in general, group norms and the unwillingness to adapt to the new socio-psychological climate in the team.

Demographic reasons include gender, age, and qualifications.

In the course of the study, we also studied the objective causes of resistance, among which the most significant are the large study load and the lack of material incentives.

Thus, there are various reasons for resistance to innovation. The analysis of scientific sources and our own research made it possible to clarify the content of the subjective and objective reasons for resistance to innovation and come to the conclusion that overcoming resistance becomes an important part of the innovative activity of an educational organization.

An analysis of the available points of view in the context of this study led to the conclusion that innovation activity is a purposeful transformation of the practice of educational activity through the planning and implementation of pedagogical innovations in educational systems at different levels aimed at improving the quality of education.

Motivational support is based on the analysis by teachers of the results of self-diagnosis and takes into account their professional and vital interests, needs and difficulties that arise in innovation activities in general and in the development of a particular innovation in particular. For motivational support, it is advisable to focus on teachers overcoming the resistance to innovation and the formation of a positive attitude towards the development of innovation.

## REFERENCES

1. Ivanova L.F. Innovative conditions for the development of the teacher's professional competence / L.F. Ivanova. – Text: direct // Innovations in education. - Novosibirsk, 2018. - No. 2. - P. 89-90.
2. Khutorskoy A.V. Pedagogical innovation: methodology, theory, practice: scientific publication / A.V. Khutorskoy. - Moscow, 2020. - 229 p.

3. Burgin M.S. Innovations and novelty in pedagogy. - St. Petersburg, 2019. - S. 33-36.
4. Alikariev N.S. Comprehensive analysis of productivity improvements/Fanlari Sociology (www.tadqiqot.uz\soci) electronic journal. No. 3. 5-wire - Tashkent, 2022. - B. 21-31. DOI <http://dx.doi.org/10.5281/zenodo.6717922>
5. Lavrentiev G.V. Innovative teaching technologies in professional training of specialists. - Barnaul, 2018. - 345 p.
6. Alikarieva A.N. Social factors for improving the quality of training of highly qualified personnel//Sociology of fanlari” (www.tadqiqot.uz\soci) electronic journal. 4 wires, 1 sleep. - Tashkent, 2021. - B. 35-47. No. 1 (2021) DOI <http://dx.doi.org/10.26739/2181-9556-2021-1>
7. Nikitina S.V. The specifics of innovation management in higher education / S. V. Nikitina. - M., 2018. - S. 43-55.