

The Opportunities Of The Prepararation Of Students To Intellectual Activity Based On The Creative Approaches

M.A. Jumayeva

Third Year Phd Researcher Of The Bukhara State University

Abstract: In the following article the pedagogical conditions of the preparation of students to intellectual activity based on the creative approaches. The measures of creation of innovational environment and the stimulation of intellectual activity in the process of education and upbringing are elaborated.

Keywords: Creativity, approach, innovation, motivation, stimulation, technology, estimation, level, material, spiritual, innovator, technology, education standards.

Introduction. Today, as a result of changes in the education system, the demand for teachers who have the opportunity to carry out innovative activities is increasing day by day. Based on the research, the factors determining the need to consider national priorities in the system of preparing teachers for innovative activities on the basis of creative approaches can be divided into three groups. First of all, these are:

the introduction of a new educational paradigm in national education

the transition to a new content and structure of higher education

systemic changes related to the introduction of state education standards

It should be noted that the success of the education reform initiated at the national level is largely determined by the teacher's personal approach to innovations, their theoretical, methodological and practical orientation.

Another group of reasons for the modernization of education is the socio-pedagogical changes in the higher education system, which occurs in the context of changes caused by the new socio-

technological revolution. Indeed, modern education faces a number of challenges, one of which is that national education systems must be innovative in nature and their students must be prepared for an innovative lifestyle. Of course, in such an environment, the readiness of teachers to accept progressive innovative changes in culture, society and education is of particular importance. Therefore, only a teacher with high creative potential can bring up a person capable of a successful and productive life in a rapidly developing society.

Main part. The third group of factors reflects the most characteristic features of the process of broad innovation change. Currently, many educational communities of educational institutions are actively testing local and foreign educational technologies, authorship schools are being created, authorship educational programs, methods, technologies and others are being developed and introduced into the educational process. As an important component of a teacher's professional skills, it is important to be prepared to assess the effectiveness of new pedagogical technologies. First of all, the modern teacher must be able to determine whether the proposed new technologies meet the needs and capabilities of a particular educational institution.

In the research work, the regulation of the socio-pedagogical significance of these tasks led to the search for solutions at the theoretical, methodological and empirical levels. Some aspects of the problem of directing future teachers to innovative activities based on creative approaches, studied by Russian scientists A. Alekseyuk and A. Boyko. Also, the study of pedagogical activity in terms of a personal approach, the integrative qualities of teachers in the effective upbringing of the talented young generation studied in the scientific works of V.Bondar, S.Goncharenko, V.I.Evdokimov, L.Kadchenko, V.Kovalev, A.Lipenko, O.R.Penkova, B.V. Shcherbina, Slastenin and a number of other scientists.

In the scientific works of the above-mentioned authors, only certain issues of preparation of future teachers for innovative professional activity are considered. Based on the urgency of the problem under consideration, it becomes clear that the innovative activities of future teachers on the basis of creative approaches are not sufficiently developed theoretically and methodologically, due to the need to improve the modern teaching system. Therefore, this problem can be solved through specially organized training courses aimed at the introduction and dissemination of innovative educational technologies in higher pedagogical education institutions.

Given the complexity and diversity of the problem under study, this idea can only be realized through the following theoretical recommendations within a systematic approach:

1. The teacher's readiness for innovative activity is an integrative quality of the teacher's personality, which is reflected in the dialectical unity of all components, features, connections and relationships;

2. It is logical to consider the system of formation of readiness of future teachers for innovative activity as a subsystem of general pedagogical training aimed at formation of students as subjects of educational innovations in pedagogical educational institutions;

3. The process of preparing future teachers for innovative activities will be effective, especially if it is carried out in the context of a technological approach;

4. Conceptual bases of technology of formation of readiness of future teachers for innovative activity on the basis of creative approaches are the basic rules of innovative and person-centered approach to professional and pedagogical training of teachers;

5. The technology of formation of readiness of future teachers for innovative professional activity should be implemented in pedagogical higher education institutions in accordance with the principles of integrity of professional activity, individual approach and gradual development in the conditions of their general pedagogical training. In turn, this is achieved through the individualization of innovative training of future teachers, the separation of the cycle of interrelated stages, each of which has a clear purpose and appropriate content, methods and forms of work.

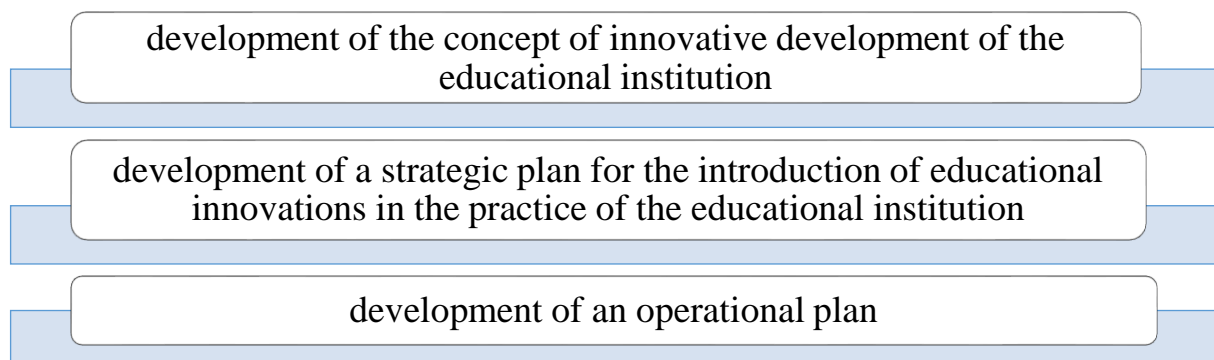
Based on the results of the study, it can be said that increasing the effectiveness of the process of preparing teachers for innovative activities in modern socio-cultural conditions is primarily related to solving the problem of forming students of pedagogical higher education institutions as subjects of innovative professional activity. Therefore, the preparation of future teachers for innovative activities (innovative education of students) should serve as an optimal integrated system of the educational process of the pedagogical university through the development and implementation of appropriate technology.

Innovative training of future teachers should also be aimed at shaping them as subjects of educational innovation and meet the basic principles of a person-centered approach and innovative pedagogical education. This can be achieved due to the subject-subject nature of the interaction between teacher and students, individualization of teaching, creation of conditions for formation of critical and creative professional thinking of future teachers and the use of interactive pedagogical technologies.

Of course, in order to meet the new socio-cultural order, the modern teacher must be ready for innovative activity. At the same time, according to experts, the organization of training of subjects of innovative educational activities should have its own characteristics, depending on the level of drastical change.

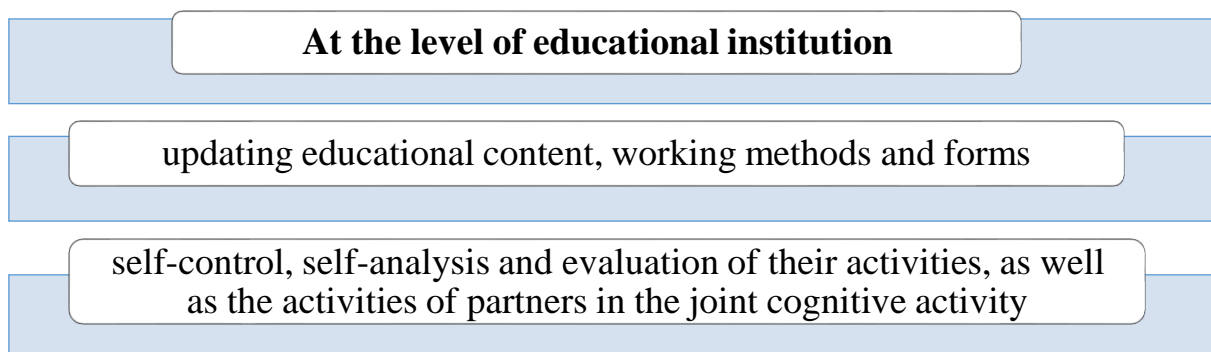
The basic rules for preparing future teachers for the introduction of educational innovations should be based on a targeted approach and effective if the educational institution is focused on mastering the methods of developing and implementing an innovative development program.

Preparing future teachers for the selection of educational innovations and their implementation in practice will help to determine identified problems, ensure the formation of their critical thinking. It is necessary to plan the process of introducing educational innovations to future teachers as follows, that is, according to the logic of its implementation, aimed at the formation of their qualifications:



The main difference between the innovative activity of the teacher and the traditional activity is that the teacher must be ready for any, even unexpected situation, be able to adapt, and create the necessary conditions for the full development of the student's potential. The novelty of the teacher's teaching activities is how much he understands the meaning of applying certain innovations in practice, should be researched before applying them, make the right choice.

Innovative teacher activity is the pursuit of innovation in the education system, the production of innovative research, including a set of practical actions to create innovation and apply it to the process.



Criteria for evaluating the innovative activity of the teacher serve as a certain condition for the effectiveness of the educational process. Innovations in pedagogical activity are considered as a way to solve problems in the process of non-standard (non-traditional) situations during the functioning and development of the educational process. Evaluation criteria help to transfer innovative changes from the organizational to the content level, that is, to acquire new qualities in innovative technologies, to change their essence.

At the level of the educational process

cooperation between teachers and students in the process of self-control, education, as well as the achievement of development goals

joint preparation of curricula and organization of teacher and student activities as equal partners

formation of a high level of motivation among the participants of the pedagogical process

creating a favorable psychological and pedagogical environment for all participants in the pedagogical process

determination of the right to choose the content, profile, forms of education for students, etc.;

At the level of evaluating the effectiveness of the learning process

comparing the final results to those planned

Practical work presents the greatest difficulty in the criteria of innovative activity, the evaluation of indicators and the formation of incentives for the innovative potential of the teacher. Criteria are a means of judgment and a feature on the basis of which they are evaluated [2.17].

The concept of innovative pedagogical activity means a new approach to the organization of reading and education. This is primarily due to the use of new methods of mutually beneficial cooperation between students and teachers, leading to the desired results. Innovative education involves the search and application of new ideas, the teacher develops and implements new methods, and chooses solutions independently. Creating an innovative learning environment in higher education institutions is as follows:

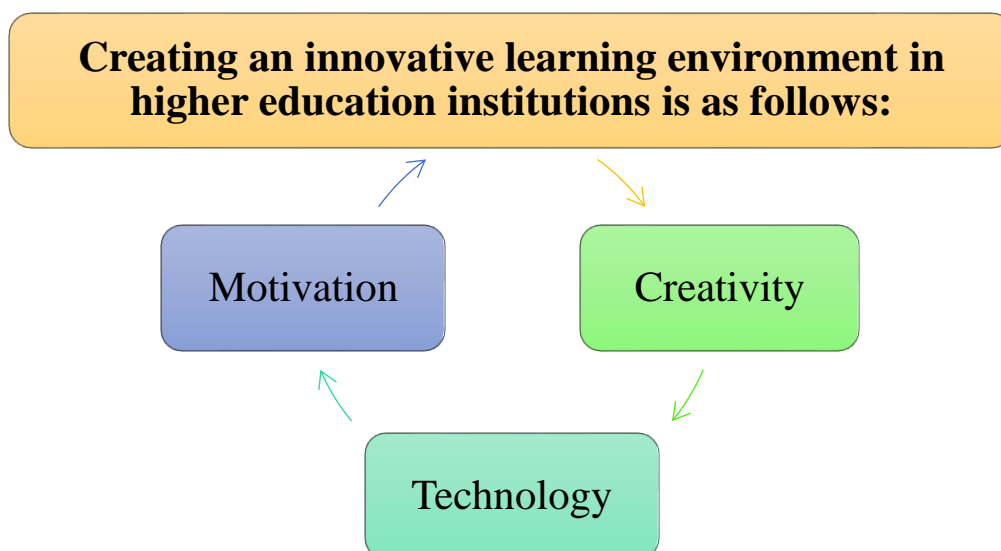


Figure 1. The scheme of creating an innovative educational environment

Motivation - to achieve the promotion of innovations as well as their incentives: an internal motive such as recognition in society, reward or incentive, financial incentive and the need for self-awareness at work, the desire to benefit from their work.

Creativity. This component refers to the teacher's ability to create and implement new ideas. The development of creativity goes from the simulated activity of creating projects to real creativity, the result of which is the creation by the teacher of a new method of education and upbringing.

Technology. This component includes searching for information and reviewing current news, setting goals and means to achieve them, development of basic ideas, their implementation and monitoring, in other words, an analysis aimed at assessing the positive and negative aspects of the work performed [4].

There are the following types of educational news:

- general (concept of educational process, basic rules of education management) and private (author's work);
- in the classroom (specific to a particular topic) and general style;
- administrative (instructions given by the management in the direction of educational activities) and ideological (specifics of modern education);
- systemic and spontaneous;
- private and public;
- national and international and educational institution;
- based on a modification of existing methods, combined (old and new), completely new;

- project-based, modular, advanced, differentiated education, as well as methodology using modern technologies.

Discussion. Apart from ideological innovations, all types of innovative activities are secondary, they are time consuming and stem from the aspiration of educational institutions to new learning opportunities.

One of the necessary conditions for the implementation of the principle of development of innovative activities is a set of measures to encourage innovative activities of teachers. Below we will get acquainted with the content of these measures.

Table 1. Measures to incentive innovation activities

Incentive type	Implementation mechanism
Financial incentives	Financial support of innovative activity, financial incentives for its introduction;
Spiritual incentive	-public recognition of the problems identified in innovation activities; -the opportunity to understand oneself as an artist involved in an important professional issue in collaboration with colleagues; -opportunity to publish the results of innovative activities;
Professional incentive	Individually targeted assistance, opportunity to study in targeted courses, participation in events, organizational and activity games, pay special attention to innovative activities during the certification of qualification categories.

One of the important directions of work on the management of innovative activities is the provision of targeted assistance to teachers and assistance to communities in solving typical problems of the organization of creative work. Among these problems, it is necessary to identify the main ones and identify ways to solve them.

Typically, innovations occur when an idea with a new meaning is born, as a result of attempts to solve a traditional problem in a new way, as a result of a long process of gathering and understanding facts. The innovation process is a motivated, purposeful and conscious process for the creation, development, use of methods, technologies, etc. Also, the innovation process is adapted to these conditions and meets certain criteria. The innovation process is aimed at qualitatively improving the system in which the innovation is introduced, including encouraging its participants and changing their views from the position of innovation.

Intellect of a person has been usually treated as a subsystem of a personality, i.e., as some structure, or as some static property of an individual (such as gifts, will, or moral beliefs). Thus, intellect has been considered as a static entity related to a human being. However, intellect is always displayed in the behavior and more exactly, in intellectual activity of a person. The term intellectual activity has been extensively used by different authors for a long time, but it has not been sufficiently exact lacking an adequate and efficient definition. Consequently, this has implied different difficulties for understanding and investigation of this phenomenon.

Such an exact definition was obtained by the author. According to this definition, intellectual activity is a meaningful functioning of mind (intelligent thinking). This definition provides for the dynamic expression of human intellect as well as for elaboration of efficient means for its study. That is why, an investigation of various properties of intellectual activity is of the greatest interest to psychology and pedagogy.

Basing on essential components of human activity, different types and grades of intellectual activity are separated and investigated. Relative to the result of intellectual activity, there are three types: reproductive, bounded productive, and productive intellectual activity. Relative to the means which are used in achieving the result, there are also three types: reproductive instrumental, extended instrumental, and creative intellectual activity.

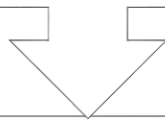
Results. Measures and methods of evaluation of intellectual activity are considered. Applications of the obtained results to problems of education are discussed.

Innovations in higher education are divided into two main types, the typology of activities corresponding to the reproductive and problematic areas:

1. Innovations are modernizations that change the educational process, aimed at achieving guaranteed results within its traditional reproductive direction. The main technological approach to teaching is primarily aimed at educating students and shaping ways to act according to the model, which is aimed at highly effective reproductive education.
2. Innovations are changes that change the educational process, aimed at ensuring its research nature, the organization of research and educational activities.

Studies show that In order to ensure the effective implementation of the teacher's pedagogical activity, the teacher must rely on at least the following two main factors as a teacher-specialist, as a teacher-educator, as a teacher-researcher and finally as a teacher-innovator:

Psychological readiness of the teacher for innovative activity and acquisition of skills and abilities of reflexive-analytical and activity-practical order.



Reorientation of all forms of professional education to the tasks of supporting him as a specialist-teacher in the pursuit of continuous professional growth, regular professional development of teachers

Conclusion. In conclusion, the high achievements of the teacher in teaching activities are a factor that significantly develops a person. Engaging in innovative activities, developing innovative activities, creating important, new, noteworthy things, the teacher himself grows, because “in the creative work of man - the most important source of his growth”. On the other hand, the simpler and more uniform the activity performed by the teacher, the smaller the area of manifestation of her (his) activity, the less developed his personality. After all, a person who performs simple operations that do not require the strain of mental ability throughout his life will, in the end, humiliate himself personally.

REFERENCES

1. G.A. Balykhin Management of educational development: organizational and economic aspects. – Moscow: Ekonomika, 2015. - 317 p.
2. V.E. Gmurman, F. F. Korolev. The emergence and development of pedagogical theory // General foundations of pedagogy. – Moscow: Enlightenment, 1967.- p. 17.
3. Innovative activity of a university teacher / S.M. Dubonos, A. P. Mironenko. - Text: direct // Young scientist. - 2018. - No. 30 (216). -pp. 61-63. // <https://moluch.ru/archive/216/52212/>
4. <https://viafuture.ru/katalog-idej/innovatsionnaya-deyatelnost-pedagoga>.