



METHODOLOGY OF TEACHER TRAINING FOR INNOVATIVE ACTIVITY IN THE HIGHER EDUCATION SYSTEM

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Abstract: The article presents reflections on the pedagogical necessity of organizing work to prepare teachers for innovative activities in the higher education system.

Also, the content and criteria for preparing teachers working in the higher education system for innovative activities are covered based on scientific sources, and methodological recommendations are given on how to consider it as an effective factor in increasing the overall efficiency of the higher education system.

Keywords and concepts: technology, pedagogy, innovation, activity, training, approach, efficiency, education, system, higher education, informatization

Anotatsiya: Maqolada oliy ta'lim tizimida o'qituvchilarni innovatsion faoliyatga tayyorlash ishlarini tashkil etishning pedagogik zarurati xaqidagi fikr-mulohazalar bayon etilgan.

Shuningdek, oliy ta'lim tizimida faoliyat yuritayotgan o'qituvchilarni innovatsion faoliyatga tayyorlash ishlarning mazmuni va mezonlari ilmiy manbalar asosida yoritilgan hamda oliy ta'lim tizimining umumiy samaradorligini oshirishning samarali omili sifatida qaralishi haqida metodik tavsiyalar berilgan.

Kalit so'zlar va tushunchalar: texnologiya, pedagogika, innovatsiya, faoliyat, tayyorlash, yondashuv, samaradorlik, ta'lim, tizim, oliy ta'lim, axborotlashuv

Аннотации Maqolada oliy ta'lim tizimida o'qituvchilarni innovatsion faoliyatga tayyorlash ishlarini tashkil etishning pedagogik zarurati xaqidagi fikr-mulohazalar bayon etilgan.

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Ключевые слова и понятиуа: технология, педагогика инновации, активность, подготовка, подход, эффективность, образование, система, высшее образование, информатизация

In the context of fundamental changes in education, socio-cultural relations in the world, globalization and informatization of society, innovative approaches to the modernization of higher education (Tempus and Erasmus + programs, the conceptual rules of the Council of Europe's education policy) are aimed at strengthening the intellectual, cultural, social and technical foundations of education, serving as a strategic process for the formation of educational, scientific and innovative processes and human potential. As emphasized in the UNESCO Berlin Declaration and the International Action Program "Education-2030", the importance of using innovations in the development of educational and educational work is increasing.

Thus, these ideas allow us to consider the image of an innovatively active person and lead to the need to set pedagogical goals for the formation of personal characteristics that allow for the successful implementation of innovative activities. [2].

When considering the process of innovation management in higher education institutions, we can define innovation activity in a higher education institution as a set of processes: educational, scientific and innovative processes, and a strategic process for the formation of human potential.

At the same time, the goal of management is the orientation of innovative activity entities towards self-development, and management influence is carried out on the basis of constant diagnostics and reflection. [3].

This means that teachers who implement innovative activities involve other subjects of the educational process in it, repeat the experience of innovative activities, improve the forms of participation in it, which ultimately ensures the innovative development of the educational organization.

The student-centered approach occupies a leading position in the research and design of the process of involving a higher education teacher in innovative activities. The development of a person-centered approach as a methodological basis for pedagogical research has been carried out in various directions. [5].

The person-centered approach is based on the focus on a system of interrelated concepts, ideas, and methods of action to ensure and support the processes of cognition, development, and implementation in the unique individuality of the individual.

At the same time, the personal orientation of this process does not mean adapting the goals and content of innovative activities to a particular teacher, but rather the use of such technologies, methods and forms of their involvement in innovative activities, which will maximally satisfy the needs, capabilities, abilities of this teacher and ensure the projected level of his professional self-development. [4].

Therefore, it is possible to argue for implementing a student-centered approach when engaging a higher education teacher.

When designing a system for involving higher education teachers in innovative activities, it is necessary to ensure that the teacher is focused on the individual as the subject of innovative activity and the object of targeted influence. The criteria for the effectiveness of the system for involving higher education

teachers in innovative activities will be the formation of the teacher's personal meaning of innovative activity, the development of personal neoplasms, and the emergence of a need for innovative changes in their own pedagogical practice..



The listed approaches to designing the process of involving higher education teachers in innovative activities together serve as a methodological basis for designing the process of involving teachers in innovative activities. [6].

In conclusion, the appropriateness of using each approach is related to their specific functions in shaping the final result. A student-centered approach was used to create practical tactics aimed at developing specific mechanisms, management and educational technologies, methods and forms of involving higher education teachers in innovative activities.

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