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Innovation at School as Mechanism of Improving Didactic Process

Key words: *methodical, innovation, activity, education, job training, classification, a teacher.*

Annotation: *methodical work in modern school should become part of the overall system of improvement of professional skill of pedagogical staff. Methodical work can be considered as an integral part of a unified system of continuous education of pedagogical staff, systems improve their professional qualifications. Under methodical work, you should understand the holistic, based on scientific excellence and specific analysis of the difficulties of teachers system of interrelated measures, actions, activities aimed at the comprehensive improvement of skills teachers of the school.*

An important aspect of the consideration of the origin of innovation is the introduction of teachers of science and dissemination of advanced pedagogical experience.

For the question before us important provisions of scientists on the State of preparedness for the introduction of a new teacher. It was noted that the finished script practical pedagogical work may not provide each of those unique situations that a teacher faces daily. In each new emergency teacher should act independently, solve every time new practical tasks. In order to reproduce the experience or pass it to another, it must be thought himself a teacher-researcher. Simply copying a good sample without understanding its essence often leads to failure and can sometimes compromise even the best experience. According to the scientist, it is important to creatively relate to their work and have scientific and pedagogical training. Challenge-be sufficiently trained to independently display the idea of experience.

Introduction - this is a special kind of ratio of theory and practice, which is premeditation and purposefulness. Being specifically organized, it is an active process that involves overcoming common difficulties in its path. The structure of the implementation process, in which the following components: singled out the goal of implementation means (different materials and certain activities: exploring new ideas, clarification on courses and workshops, familiarity with the experience of implementation), results of application (2, p. 87).

Treating method of introduction, its technology, algorithm, defined the following stages of introducing innovations: 1) study objectives in the normative documents; 2) analysis of the State practice and comparing data with social requirements; 3) build a reference conversion pedagogical practices; 4) searching ideas, recommendations which can be implemented; 5) development of a comprehensive programme, including patterns of phase; 6) preparation of didactic material, informational, organizational means; 7) psychological, organizational and methodical preparation of participants; 8) to establish communication with the authors (copyright) (1, p. 35).

As we see in his work not to create innovative programs, namely their introduction in practice of work of general education schools, then this classification seems to us to be acceptable to address topical at the moment, the problem associated with innovation.

The development of pedagogical skills of teachers is mainly directly at school, in the workplace, in the midst of a natural professional situation. The practice of methodological work with teachers showed that hard training young specialist, but it is even more difficult to retrain experienced teacher, prompting him to develop something new, unconventional. Its role here played mainly psychological quality of teachers as individuals, some skepticism, inherent part of teachers.

Teacher-professional has a big enough stockpile of knowledge, which led him to certain success. An experienced teacher will your individual style of activity. The more successful the teacher feels, the less he has grounds for the acquisition of a new one. It is particularly difficult to take something that conflicted with existing knowledge, denies previous experience as obsolete. But it is updating obsolete knowledge, replacement of outdated elements of pedagogical activity on new, more progressive and is the aim of retraining teachers. This is the process of acquiring new ways of thinking, innovative work methods and techniques, new values.

Refresher training-to-shaping or reshaping professional activities, vocational training, personal qualities, mastering new ways to solve professional problems and new techniques of professional thinking overcoming negative thinking and retarding influences of past experiences, if it was, change, motivational and operationalnoy areas of professional activity, the formation of the individual as a subject of professional development.

There are teachers who are psychologically ready to accept new things. They are not satisfied with the results, see the shortcomings of their own activities, striving to find new, more effective methods of work with schoolchildren.

Hence the conclusion that methodological work, as well as refresher courses for teachers should be massive, mandatory (as it was always at school), but are not limited to just reading and listening to lectures and reports while wearing action-oriented, i.e. be relevant for teachers and maximally useful.

The concept of "useful" new knowledge teachers judged by three main criteria:

- the usefulness for solving important for him (teacher), that is the most relevant tasks;
- possibility of using knowledge in practice, i.e. in the context of the work of the ordinary mass;
- the effectiveness of the new methods of work in comparison with earlier.

The leading role in vocational education should belong to the most teacher: you want it happening in joint activities with the teacher; the teacher knew his goal, had the opportunity to influence them, participated in the development of programmes to enhance their skills. You must often carry out opinion surveys of teachers, jointly analyse the impact of methodological activities.

An essential element of the system of continuous education for teachers are school methodological associations, because of their productive work skill teachers formed through

continuous, systematic training on the ground. While daily activities on improvement of professional skill is closely linked to the educational process, and the teacher has the opportunity in the course of its work on a daily basis in practice to consolidate their theoretical knowledge.

The main source of teacher training the results of scientific research and study of advanced pedagogical experience. So methodological work should be linked primarily to the identification, study, generalization and dissemination of best practices as borrowed and experience teachers of their teaching staff.

In recent years, interest in methodological work in schools has grown, as evidenced by the continuous publication in teaching press. Innovative pedagogical activity requires a completely new approaches to the education of teachers directly in the workplace. With the introduction of innovations, the aim is not just a refresher, but retraining. The need arises because put new goals, there are new requirements, changing the nature of the activity.

As demonstrated by the analysis of methodical works, teachers have only a general view on innovations. And although they can use in their daily practice some common methods and techniques with them, it cannot serve as a basis for determining the extent of ownership of new and unnecessary training.

Talking about the professional and substantive situation, we had in mind: substantive professional situation most schools is built on the principle of accumulation and preservation. In practice, this means that the offices kept everything purchased or made by school teachers themselves over the years. At any time, the teacher may "reinforce" a new textbook on a mixed-use education old primer.

Often, in order to understand how technology works the teacher, just look at the placement of furniture, equipment, jobs, on the wall. Desks in all grades stand in rows, permanent stands made by artists and teachers, clean and tidy. But there is no collective child work and teacher claims that introduced active group teaching methods. In our view, it is necessary to change situation: part with inputs, moving furniture, lead situation in line with the requirements of the new technologies, the use of new learning tools.

We do not put to develop specific programmes, models and methodical work, because we believe that this should be a creative work of each individual community and built depending on the needs of this group: the quality of training professionals, their level of education; the goals and objectives of the individual teacher.

It is only important that the planned work must meet certain requirements: be relevant, rational, realistic, prognostichnoj, holistic, controlled, efficient. When teaching teachers must respect the principle of sufficiency of information: teachers should receive all the knowledge that is needed for correct use of the new technologies in practice. Lack of information often leads to inhibition of the process of development of new technologies. Lack of knowledge is filled using old techniques and methods.

Thus, in this article we would like to draw attention to the fact that in the course of training, need to demonstrate specific techniques and working methods that teachers can apply in the

usual media school as well as generate new professional skills. For it is not enough simply a theoretical evaluation of the new scientific developments, requires hands-on application of acquired knowledge: business simulation games, trainings, master-classes, pedagogic workshops, etc.

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