THEORETICAL BASIS OF ORGANIZATION OF INNOVATION ACTIVITIES OF SPECIALIST PERSONNEL

Annotation: Improvement of the system of continuous education in our country, upgrading to a new level of quality, introduction of advanced pedagogical technologies to it and increasing the effectiveness of education have been raised to the level of state policy.

Key words: innovation activities, education, theoretical and practical experience.

Systems such as school, secondary school, University, Lyceum, gymnasium, etc., in which the organizational process of interaction between the teacher and the educated, the teacher and students, i.e. objects and subjects, are called pedagogical systems. The process that implements the goals of education and training in such systems is called a pedagogical process. The educational process is synonymous with the pedagogical process. The relevance of the pedagogical process has increased. A holistic approach in the practice of teachers is manifested in the fact that they seek to provide a comprehensive solution to the problems of education and upbringing in each lesson and extracurricular activities.

The dynamics of the development of the pedagogical process, its movement depend on the relationship between the educator and the pupil. The peculiarities of the organization of the pedagogical process are due to the fact that the object of education – the student and the student team – is at the same time the subject of education. Mutual activity of cooperation in the process of communication at school is reflected by the term "pedagogical activity". In schools, there are various connections of interaction between subjects and objects of education, they include:

1) information communication-exchange of information between teachers and students;
2) organizational and active communication – joint activity of a student and a teacher;

3) communicative communication-interaction of management and self-government.

Pedagogical interaction takes place in certain conditions: social, geographical, educational and material, moral and psychological, etc. the Means of the pedagogical process are the content, forms and methods. Components of pedagogical activity are the purpose of training, content, forms and methods of training and education. The pedagogical process is characterized by integral properties:

1) the goal of the pedagogical process is to create conditions for the comprehensive development of the individual;

2) the pedagogical process is enhanced if the growth of education contributes to the growth of education;

3) the pedagogical process leads to the merger of the pedagogical and student groups into a complete school team;

4) the pedagogical process creates opportunities for mutual penetration of teaching and upbringing methods into each other;

5) the pedagogical process allows you to implement a program-target approach to the final result;

6) the pedagogical process has its own laws, principles that reflect its integrity.

With the adoption of the law "on education" and the "National Program of Personnel Training", the basis of modern personnel training was created through continuous education system. The pedagogical concept formed on the basis of them is based on innovative activity, which is fundamentally different from traditional pedagogy. Effective implementation of innovation activities of specialist personnel depends on a number of conditions and provides for implementation in the dynamics of collisions and mutual enrichment of different
views. Training of specialists for innovative activities can be carried out in 2 directions:

* formation of innovative thing to new perception;
* to teach to be able to act in a new way.

The educational and cognitive activities of students and its management are important in the organization of innovative activities[1]. But it is not possible to develop individual abilities, creative thinking, the ability to create innovation in all students at once. Although teaching the basics of innovative activity is included in the curriculum as a separate science, it cannot ensure that all future personnel participate in the field of innovative activity in a public way. However, this science can become the basis for training specialists who have the potential to independently create in this field by introducing them to the scientific basis of this activity, and the rest of the students to ensure the effectiveness of labor activity by properly assessing the innovations that are created, applying them to reproductive activities. In the activities of the teacher, such topics as self-activation, Self-creativity, self-knowledge and creativity play an important role. An important condition for the introduction of innovation is the formation of a new state of communication. The new situation of communication is the ability of this teacher to create his own independent position, in pedagogical science in the world, a new relationship. The teacher's innovation activity is aimed at changing reality, identifying the solution to its problems and methods. Innovation activity is explained by the following key features:

- conscious analysis of professional activity;
- critical approach to standards;
- shallowness in relation to professional news;
- to be in a creative creative attitude towards the world;
- realization of their opportunities to embody their lifestyle and aspirations in professional activity. It means that the teacher is represented as the author, producer, researcher, user and promoter of pedagogical technologies, theories,
conceptions. At present, the need for teacher innovation activities in society, culture and educational development environment is measured by:

- socio-economic renewal requires a radical renewal of the educational system, methodology and educational process technology. In such conditions, the innovation activity of the teacher will consist in the creation, mastering and use of pedagogical innovations;
- humanization of the content of Education, always in search of new organizational forms, technologies of the teacher;
- change in the nature of the teacher's attitude towards the development of pedagogical innovation and its implementation.

Analysis of the activities of the teacher innovation requires the use of certain techniques that determine the effectiveness of the introduction of innovation. Such norms include-innovation, eligibility, high efficiency, opportunities for creative application of innovation in mass experiments.

Innovation reflects the essence of the new, the level of innovation, which is proposed in itself as the norm of pedagogical innovation. Pedagogical scientists distinguish absolute, limited absolute, conditional, sub-degrees, which differ according to the degree and sphere of popularity of application of innovation. The norm of eligibility denotes the effort and means by which the teacher and the student are spent to achieve the result. Resultant a certain environment in the activities of the teacher means creative results. Pedagogical innovation should remain the property of mass experiments in its essence. Pedagogical yangilikni initially leads to the activities of some teachers. At the next stage – after testing and assessing the object, pedagogical innovation is recommended for mass implementation.

Preparation of the teacher for innovative activities should be carried out in two directions:

- formation of innovation in the perception of new;
- training in the ability to act in a new way.
So, in the organization of innovation activities of specialist personnel, the management of educational activities and teacher-reader cooperation in new ways are of particular importance.

So, the activity of the teacher assumes the presence of learning tools – subject (textbook, devices, visibility), motor (building experiments, showing practical activities), intellectual (logical, constructive, etc.). The same types of funds are available to students.

All types of tools are used in certain, but at the same time various ways that make up the methods of training. Thus, the teacher and the pupil, the content of education, the means and methods of training participate in the change of acts of training. In the learning process they change, i.e. in each moment of training, the teacher is different than before, changes the student, absorbed, or otherwise other the content of the training material used are different means of learning, change teaching methods.

But the main thing that characterizes the learning process is the change in the student's qualities, his personal properties. Change occurs regardless of the success of the training, of the achievement of the goal by the teacher. Therefore, it is important to consider all factors that affect students to avoid undesirable consequences. Training generates either positive qualities – knowledge, skill, integrity, etc., or negative.

All of these factors that affect learning, give its flow in each class its own individual appearance. But at the same time, in all classes, the necessary learning result is mainly achieved.

The combination of similar results in the specific features of different groups of students is caused by the difference between the phenomena that should be labeled differently. It is advisable to distinguish between two concepts – "learning process" and "learning process". The course of training characterizes the course of training in each class, its individual characteristics in these specific conditions.

References:

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