



INTERRELATIONSHIP OF PROFESSIONAL SOCIALIZATION AND TRAINING OF FUTURE TEACHERS FOR INNOVATIVE ACTIVITIES

Yakhyaeva Sojida Abdurakhimovna

Teacher of the Samarkand branch of the institute for re-training and professional improvement of physical education and sports specialists

Abstract: This article provides information on the relationship between professional socialization and preparation of future teachers for innovative activities.

Key words: *education, innovation, novelty, pedagogical innovation.*

It is known that due to the conflict between the need for the rapid development of the educational process in educational institutions and the teachers' unwillingness to implement it, pedagogical innovations have become educational tools, and as a result of the popularization of introducing innovations, the need for new knowledge has increased, and today in pedagogy concepts such as "interactive method", "innovation", "pedagogical innovation" are widely used. The concept of "innovation" is derived from the Latin language (in-for, novus-new), which means "renewal", "mastery", "introducing something new", "to reform news". In turn, the word "new" is the core of this concept. The concept of "innovation" is used in a broad and narrow sense. In the first sense, innovation is considered as a new scientific, practical tool for better satisfaction of a new social need, that is, a complex process that includes the creation, distribution and application of innovation. "Innovation", in the second sense, is used to refer to a new tool, method, system of approaches introduced to improve the activity of a team and accepted as new by the subject of this innovation. Various definitions of this concept have been formed to date, and based on their analysis, we felt the need to determine our research direction.

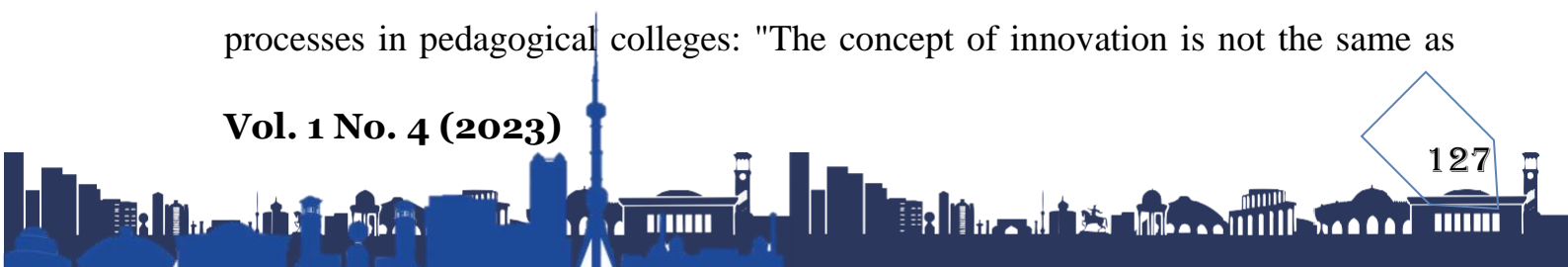




According to S. Turgunov, a pedagogue scientist who created a unique school of educational system management, innovation that are integrally connected with socio-economic development is a goal-oriented change that introduces new, relatively stable elements to a certain social unit - institution, association, community and group, and in general, the spiritual and cultural relations of the people and the country [1;4]. M. Jumaniyozova, who carried out research work on training history teachers for innovative activities in advanced training courses, said that innovation is the result of creative work, manifested in the form of an improved product of a developed technological process. It is an important part of practice and theory, a system of action of social subjects aimed at improving the qualities of a socio-cultural object, and at the same time it is a mechanism of managed and controlled changes.[2;89]

According to M. Jumaniyozova, if the activity is short-term, does not have the characteristics of a whole system and it has set itself the task of changing only some components of a certain system, then we are thinking about "innovation". If the activity is carried out on the basis of a certain conceptual approach and its result leads to the development of that system or its fundamental change, we can call it "innovation". Activity is characteristically limited in scope and time of innovation, while innovation is holistic and continuous. As a result of innovation, individual elements in the current system are changed, and the positions of the subjects of practice are completely renewed, the relations in the system and the system are reformed.[2;91]

In his research entitled "Innovative Management of General Education Schools", N.Mamadov notes that innovation is the final result of applying innovation to specific fields in order to change the object of management and achieve high-level socio-economic, scientific and technical results [3;17]. The concept of "innovation" was defined as follows by Sh. Zufarov, who conducted research in connection with the problem of systematic management of innovative processes in pedagogical colleges: "The concept of innovation is not the same as





the concepts of "new" and "innovation". The desired innovation can be called a real innovation only when it gives its comprehensive effect in practical activity and becomes the object of a large-scale need. D. Yunusova, who fundamentally researched the theory and practice of preparing future mathematics teachers for innovative activities, defined the concept of "innovation" as "a goal-oriented change, transferring a system from one state to a qualitatively new state in the field of application, and fundamentally improving it".[4;12]

Although each of the above definitions has its own meaning, there is a need to develop an improved definition of this concept. Based on this basis, we created the following generalized definition of the concept of "innovation": "Innovation is a system that ensures quality changes in the activity of the object and subject, widely popular and highly effective, acts as a "bridge" between traditionalism and perspective, systematic, organic and continuously innovate."

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