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DEVELOPMENT OF INNOVATION PUBLICATION OF PEDAGOG ON THE BASIS OF CRATIVE LIGHTING

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Annotation:

The article scientifically highlights the development of the innovative ability of the educator based on a creative approach. The article also provides scientific evidence that the ongoing reforms in the field of general secondary education, the development of the innovative capacity of the educator on the basis of a creative approach, are one of the main tasks set for educators.

Keywords: Creative approach, educator, educator, Methodist, educator, thinking, improving the quality and efficiency of education, STEAM training.

In the context of globalization, based on the changes taking place in the field of education in our republic, large-scale research is being conducted to improve the effectiveness of professional and methodological activities in the education system, the development of the innovative potential of teachers. This process creates the need to improve the content of informal (education - individual and personal) and informal (education - individual and personal) education based on the priority directions of modernizing the educational process of teachers of educational institutions based on an innovative approach: improving the content of informal (education - innovations in the educational process based on the "Cooperation Strategy," online learning, emphasis on tutoring) and informal (education - individual and personal) education, developing effective forms and methods of developing children's speech and thinking, creating various models and technologies for ensuring the integration of classes. The Action Strategy for the Further Development of the Republic of Uzbekistan defines the tasks of further improving the system of continuous education, increasing the possibilities of quality educational services, increasing the innovation of teachers in this regard, creating favorable conditions for improving the content of education, pedagogical



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deontology (Greek. "deontos" - suitability, worthy, necessary, appropriate, "logos" - science, teaching) is important to achieve the expected results. On the basis of strengthening ideological immunity, understanding and accepting national values, a spiritual and moral worldview is formed in the development of the individual. The development of innovative abilities of teachers based on adherence to the principles of a healthy lifestyle culture acquires important pedagogical significance. Indeed, on the basis of an innovative approach, the foundations of a healthy lifestyle culture and a healthy worldview are formed on the basis of the development of innovative abilities of teachers. But the factor uniting the concepts of developing the innovative abilities of teachers is real life, that is, practice. In real practical life, if, starting from preschool age, children's worldview is formed on the basis of moral and ethical norms, then the formation of children's spiritual and moral qualities will be easy and effective, and the spiritual worldview will form the basis of the thinking process. It should be noted that the development of creative abilities of teachers through non-traditional work methods, the development of innovative abilities, the implementation of activities with new ideas and new enthusiasm, meaningful recreation, and the enrichment of the daily schedule with interesting and useful activities are considered extremely urgent and important tasks.

Consequently, the meaningful spending of teachers' time outside of the educational process, ensuring their physical and mental recreation, instilling in their consciousness the national idea, feelings of patriotism, and national and universal values largely depends on the innovative potential of teachers. These issues were scientifically analyzed by S.I. Gavrinava, N.G. Kutyavina and are of great pedagogical importance for the development of the creative abilities of a teacher, the formation of natural-scientific, socio-philosophical views, and the achievement of high effectiveness in the educational process through the organization of educational activities in educational institutions based on ideas, knowledge, theories, artistic images, and other spiritual values that serve to develop the innovative abilities of teachers based on an innovative approach. From this point of view, improving the content of the development of students' innovative abilities based on an innovative approach is one of the main tasks facing teachers. In our opinion, among the above-mentioned problems, the most important are the modernization of the issues of an



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innovative approach to the educational process, equipping pedagogical workers with innovations and innovations, innovative educational technologies. The meaningful organization of the process of developing the innovative abilities of teachers based on an innovative approach depends on how well the basic curriculum is mastered. It should be noted that the elements of education have undergone serious changes based on the renewal of educators in the social sphere. Therefore, the philosophy of continuous education, its regularities, and the revision of educational problems based on an innovative approach are becoming a requirement of the times. Ensuring the implementation of a number of the above-mentioned tasks, developing the innovative abilities of working teachers at a level that meets modern requirements, fundamentally reforming education, is one of the important conditions for raising this system to a new qualitative level. Creating the necessary conditions for a new approach to the process of developing the innovative abilities of teachers, stimulating and supporting the initiative of preschool educational organizations in independent activities related to the development of educational opportunities and the abilities of pupils; ensuring the participation of the team of educators in the development of joint socially significant innovative educational projects, programs, educational technologies; expanding cooperation and partnership in the educational environment. It should be noted that the systematic method of creating, applying, and identifying the entire process of teaching and learning, taking into account technical and human resources and their interaction, defining the tasks of developing the innovative abilities of teachers, diversifying educational services, implementing quality management, mutually integrating pedagogical technologies and educational strategies, optimizing forms of education, has received special recognition from UNESCO. Based on the essence of the topic, it should be noted that today in the dictionary of pedagogical terms we often encounter the terms innovation, pedagogical innovation, innovative abilities, innovative competence. Innovation - (Lat. "create"; Eng. creativity - "create," "create") - this is the level of creative ability, the ability to create, which is considered a stable quality of the individual, and is associated with innovative thinking. Innovative thinking is the ability of a person to solve non-standard tasks and find new, more effective ways to achieve their goals. That is, innovation is mainly the invention of ideas unlike others, the avoidance of



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traditional thinking, and the knowledge of ways to quickly and effectively solve problem situations. Innovation consists of the unity of individual qualities and thinking abilities that create the basis for the formation and development of creative abilities in a person. Innovative competence (Eng. "create" creativity, creativity). This type of competence is associated with the teacher's possession of such skills as innovation, creativity, and organization. Innovation is of great importance not only for the creation of new ideas, but also for improving the lifestyle and spirituality of the individual [11;]. In the analysis of a number of pedagogical literature and research works conducted in recent years, the concepts of innovation, pedagogical innovation, innovative abilities, and innovative competence are also comprehensively explained. Many definitions of the concept of an innovative approach can be given, expressed in scientific, philosophical, literary, or colloquial language. Based on the analysis of the literature, it can be said that the term "innovation" appeared in Anglo-American psychology in the 60s, in which the issues of the connection of innovation with intellect, as well as the psychological aspects of innovation and its dependence on the individual characteristics of each person, were studied. M.N.Gnatko analyzed the mechanisms of innovation, dividing them into two types. These are: - potential innovation is a necessary condition for innovation, which is the readiness of teachers for innovation under any conditions, as a result of which they can implement their ideas. - innovation in activity is innovation in a certain area. Innovativeness does not appear spontaneously in teachers. Active application of gnoseological, axiological, and innovative technologies (technological means of education) in the educational process creates the basis for the development of innovative potential. This is a social requirement of the time, and the effective organization of pedagogical activity requires teachers to work on themselves in harmony with the development of society, to innovatively enrich themselves, to be aware of the achievements of science, and to incorporate them into their activities. B.Kh.Khodzhaev, in his scientific research, puts forward the idea that the development of historical thinking in students through modernized didactic support requires the possession of innovative competence associated with the teacher's striving for innovation, overcoming difficulties encountered in the process of mastering and using it in his pedagogical activity, the ability to actively



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and creatively apply innovative innovations in his activity, having his own author's ideas, as well as the ability to find a heuristic way to positive solutions in various pedagogical situations. [7;] Sh.Kurbanov, E.Seytkhalilov, R.G.Safarova, M.A.Yuldashev, M.B.Urazova emphasize that the development of motivational and personality-developing situations, their construction based on the structure of the educational and cognitive activity of students is a process dependent on the innovative abilities of the teacher. Based on the opinions of the above-mentioned scientists, we can say that raising innovative potential is the first step towards achieving ideal innovative competence.

Based on our pedagogical activity and observations, we can say that teachers must possess the basic innovative competencies necessary for competitiveness in their field and profession. In our opinion, with a faithful approach to the profession, every teacher should: - demonstrate intellectual and creative initiatives; - possess the breadth and depth of professional knowledge; - possess intellectual abilities; - be prepared for various conflicts; - be able to put forward creative ideas and express a critical attitude towards them; - strive for innovation; - understand their capabilities, shortcomings, and successes by comparing their experience with the experience of others; - be able to understand their innovative aspects; - be able to prove themselves, be ready to introduce innovations into practice. The implementation of an innovative competency-based approach in pedagogical education contributes to achieving its main goal, which contributes to the development of opportunities for children to demonstrate their hidden mental abilities (intelligence, fluency of speech, and logical thinking) through pedagogical support. In conclusion, the implementation of an innovative competency-based approach in pedagogical education contributes to achieving its main goal, which contributes to the development of opportunities for children to demonstrate their hidden mental abilities (intelligence, fluency of speech, and logical thinking) through pedagogical support.

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