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ADVANCING THE CREATIVE PHASES OF INNOVATION PROCESSES IN THE FIELD OF EDUCATION

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Abstract. *At the moment, serious changes are being made in the national policy in the field of education in our country. This is related to the transition to a person-centered pedagogy position. One of the tasks of a modern school is to open the possibilities of all participants of the pedagogical process, to give them the opportunity to show their creative abilities. Solving these problems is not possible without implementing the variability of educational processes, in connection with which there are various innovative types and types of educational institutions that require deep scientific and practical understanding. This article analyzes the stages of innovative processes in education.*

Keywords: *innovation, innovative process, technology, pedagogical technology, educational innovative process.*

Introduction. The modern Uzbek school is a product of the extensive reforms that have been implemented in the national education system in recent years. The development of the educational system is driven by the creation, dissemination, and assimilation of innovations. In the field of education, an innovative process refers to the renewal and transformation of educational concepts, the content of curricula, teaching methods and techniques, and approaches to instruction and upbringing. The goal of innovation in education is to fundamentally transform the existing traditional elements of the education system or the relationships between them, thereby achieving a new qualitative state of the system. Ongoing reforms in the education sector point to deep transformations that include the democratization and humanization of the system, the renewal of educational management mechanisms,

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and an objective demand for improving the quality of education. These changes underscore the necessity of preparing educators for innovative professional activity.

Literature Review. In her article titled "Developing Students' Creative Abilities through Pedagogical Innovations", published in the journal Pedagogical Technologies, G. Ibragimova explores the concepts of creativity and pedagogical innovation. She emphasizes that:

"The main criterion for innovative methods lies in their novelty, their grounding in scientific research findings, and their consistency with advanced pedagogical practices. Therefore, it is of great importance for educators engaged in innovative activities to understand the essence of what constitutes 'novelty.' What may appear completely new to one teacher may not be perceived as such by another. Likewise, for future educators, the degree of novelty of a particular method can vary significantly. For this reason, both current and prospective teachers should engage in innovative and creative activities voluntarily, based on their personal needs and motivations. This engagement is directly linked to their individual characteristics and psycho-personal traits."

The scholarly research of educators such as O.Jamoliddinova, O.Musurmonova, M.Urozova, N.Egamberdieva, E.Yuzlikayeva, Sh.Sharipov and Sh.Shodmonova highlights the distinctive aspects of developing creativity in learners, which play a crucial role in shaping the professional and innovative readiness of future specialists. Their studies explore how fostering creative qualities influences social factors, individual activity, and methods for cultivating critical and creative thinking among students. The existing pedagogical conditions, didactic support, and the content of pedagogical creativity are thoroughly examined.

Understanding the essence of pedagogical innovations and integrating their methods into the practical experience of future teachers are of vital importance. To broadly introduce pedagogical innovations into educational institutions, it is necessary to foster an environment of novelty, cultivate specific moral-psychological conditions, and implement organizational, methodological, and psychological measures.

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In this regard, it is essential to develop the creative functions of prospective teachers, systematically equip them with pedagogical innovations, and teach them to analyze and apply innovative methods effectively. This approach aims to enrich the professional competence of future educators and ensure the successful implementation of innovative pedagogical practices.

Research methodology. Creativity manifests as a set of skills related to a person's inventive and innovative qualities. It encompasses heightened sensitivity to problems, intuition, foreknowledge of outcomes, imagination, inquiry, and reflection.

Systematic study of learners' pedagogical needs, interests, and priority areas is essential, along with identifying effective ways to overcome psychological barriers that may hinder the organization of their creative activities. Organizing the teaching process based on ideas, concepts, and advanced pedagogical practices that address learners' creative interests and needs facilitates the development of meaningful and active approaches to nurturing creativity. Special attention should be paid to enhancing learners' creative skills and fostering their professional pedagogical competence, with the widespread use of modern information communication technologies, innovative strategies, interactive teaching methods, and technologies being particularly appropriate in this context.

The creation of an innovative environment within higher education institutions has a profound impact on the quality of training future teachers. This, in turn, directly influences their development and nurturing of creativity and inventiveness; without an innovative environment, these qualities tend to decline and stagnate. Due to learners' consistent adoption of innovations, conflicts among teachers within the pedagogical team decrease, and outdated patterns in professional activity are eliminated. The attitude of teachers towards innovation in the educational environment clearly reflects their openness to new approaches and change.

Furthermore, several scholars have expressed opinions regarding an individual's orientation toward pedagogical activity, including statements such as "the person's interest in the pedagogical profession and enthusiasm for engaging in this type of activity," "attitude towards children, passion for pedagogical labor, and

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pedagogical vigilance." Thus, an individual's orientation toward pedagogical work is determined by their outlook, interest in the teaching profession, and aptitude for working in this field.

Currently, a modern pedagogue and a highly qualified specialist cannot be considered such without understanding the nature of innovative movements in education, without comprehending the essence of innovative pedagogical activity, and without widespread familiarity with innovative teaching technologies.

In the exploration of innovative processes in education, a range of theoretical and methodological issues related to innovations and teachers' creative activity are being advanced. These include evaluation criteria for innovations, existing traditions and innovations, features of the innovation cycle, teachers' attitudes toward innovations, and so forth. Often, researchers focus on specific aspects of preparing teachers (educators) for innovative activity:

- Issues of implementing innovations in education systems;
- The role of research components within teachers' (educators') innovative activities;
- How teachers' social and cultural problems, the transition between mass and personal culture, and the harmony between individual and team activity are addressed;
- Main motives behind teachers' attitudes toward innovations, their readiness and motivation to incorporate new technologies into the educational process;
- The interrelation between teachers' innovative activities and reflective practices;
- Psychological issues in adopting pedagogical innovations within the educational system;
- Theoretical and methodological foundations of the essence, structure, and evaluation criteria of pedagogical innovations.

Analysis and Results. Among research efforts focused on preparing teachers for innovative activities, the work of M.V. Klarin occupies a significant place. In his studies, he links the development of innovation-related activities to the necessity of continuous education through the development and implementation of social and

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cultural projects. This approach emphasizes individuals' freedom of choice, with learning activities playing a leading role and serving as a crucial, guiding tool in personal development—an effective method for engaging individuals in the educational process.

Organizing the innovative activities of educational institutions and managing changes within their content are intrinsically connected to methodological and technological innovations in teacher training. However, this process remains largely informal due to the absence of specific recommendations on preparing teachers for innovation and enhancing their capabilities.

The process of preparing teachers for innovative activity proceeds as follows: predicting the success of planned innovations and their various stages; comparing these innovations with other existing innovations; selecting the most effective and precise ones; assessing their relevance; evaluating the success of implementation; and finally, appraising the organization’s ability to adopt innovation. This comprehensive approach aims to systematically enhance teachers’ readiness for innovation and facilitate effective integration of new pedagogical practices.

Preparing teachers for innovative activity should be implemented along two main directions:

- Developing innovative readiness to perceive and understand new innovations;

- Teaching the ability to act in novel and unconventional ways.

T.M. Dovidenko emphasizes that for mastering any pedagogical innovation, three essential conditions must be met: "understanding, reflection, and personal readiness." An educator engaged in innovative activities should be an advanced, creative individual with broad interests, rich inner world, and a strong commitment to pedagogical innovations.

Innovative activity comprises motivational, technological, and reflective components. Organizing such activity requires careful management of students’ knowledge acquisition and its regulation, which are of particular importance in

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ensuring effective implementation and fostering an innovative pedagogical environment.

In the process of preparing teachers for innovative activity, the problems and obstacles can be viewed in the following situations:

1. Understanding the necessity of innovation, the willingness to engage in creative activities aimed at introducing new ideas into the educational institution, and confidence that efforts to implement innovations will yield positive results.

2. Alignment and consistency of personal goals with innovative activities, and the ability to overcome fears of creative failure through perseverance.

3. Developing teachers' readiness to perceive innovations effectively and forming skills to act creatively in new ways, which are essential for guiding educators toward successful engagement in innovative pedagogical practices.

Conclusion. While research in various scientific and methodological fields is undoubtedly essential and valuable, the primary unresolved challenge for all pedagogical scholars remains: how to effectively organize and manage the training of future educators for innovative professional activity.

At higher education institutions, it is imperative to develop and implement creative-oriented curricula that explicitly support the effectiveness of the reproductive, creative-research, and innovation stages in the development of students' creative skills and competencies, along with ongoing assessment of their progress.

Moreover, continuous improvement of instructional programs and technological tools aimed at fostering teachers' creative competence, as well as establishing modern informational and methodological support systems that facilitate the development of students' creative abilities, are crucial strategies for enhancing the overall efficiency of the educational process. These efforts are essential for cultivating innovative pedagogical environments and for preparing educators capable of successfully applying innovative practices in their professional activities.

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