



ACTUAL TASKS OF STUDYING THE PSYCHOLOGICAL READINESS OF MODERN TEACHERS IN THE EPOCH OF INNOVATIVE CHANGE

Kurbanov Ihtiyor Hikmatovich

lecturer at the Abu Ali Ibn Sino Bukhara state medical Institute

ihti07@mail.ru

ORCID ID 0000-0002-3353-571X

ABSTRACT

The article deals with the theoretical aspects of the study of psychological preparedness of teachers to innovative activity. It analyzes the psycho-pedagogical works devoted to the study of the given phenomenon and makes an attempt to single out the structure of psychological preparedness of teachers to innovative activity, which will make it possible to define and work out psycho-pedagogical technologies of its formation in practical teachers.

Also touched upon are the concepts of the level of pedagogical activity that requires a restructuring of the motivational sphere of the teacher's personality, his value orientations, goals, attitudes, hierarchy of external and internal incentives, orientation, claims, and interests.

Key words: *preparedness; psychological preparedness; structure of psychological preparedness to innovative activity; innovative activity.*

INTRODUCTION

New requirements are being put forward for the personality and professional competence of the teacher, prompting him to actively and continuously participate in the innovative activity in the conditions of rapid and constant changes in the educational system of Uzbekistan (the formation of universal educational activities, changing the requirements for the unified state examination). There is no doubt that successful pedagogical activity is based not only on innovative approaches, but also on the teacher's readiness to take part in innovative pedagogical work. At the same time, the pace of changes in the education system does not allow the teacher to consciously and timely reorganize his knowledge, skills, learn new professional experience, the result of which is the "innovative fatigue" of the teacher, which manifests itself in the rejection of innovation or in imitation of innovation activities.

Almost all teachers see in this concept two main components: this is something new compared to the previous one, and this new one is aimed at improving the quality of education. In general, the essence of the definition is indicated quite correctly. In the modern sense, innovation is "the manifestation of new forms or elements of something, as well as a newly formed form, element". A synonym for innovation is the concept of "innovation."

In pedagogy, the concept of "innovative activity" is considered a little deeper and has a wide semantic range. This is a focused pedagogical activity based on comprehension of one's own pedagogical experience by comparing and studying the educational process in order to achieve better results, gain new knowledge, introduce new pedagogical practice, this is a creative process for planning and implementing pedagogical

innovations aimed at improving quality education. This is a socio-pedagogical phenomenon, reflecting the creative potential of the teacher.

As a pedagogical category, this term is relatively young, and this is one of the reasons that there are different approaches to the definition of this concept. The modern dictionary of pedagogy interprets this term as follows: "Pedagogical innovation - an innovation in pedagogical activity, a change in the content and technology of training and education aimed at increasing their effectiveness."

LITERATURE REVIEW

The readiness structure turns out to be identical to the structure of the functional psychological system of innovative pedagogical activity and includes the following components: motives, goals, informational basis and program of activity, as well as a decision-making unit and a subsystem of professionally important qualities personality.

In her study of psychological readiness for innovative activity as a characteristic of the educational environment, O. M. Krasnoritseva notes that "the psychological preparedness for innovative activity reflects the dynamic characteristics of the multidimensional life world of a person (initiative as a person's willingness to act in conditions of non-predictability results of activity, rely on your own strengths (trust in yourself) and be responsible for the results; openness to change; readiness for change; ease of adjustment) " [3, p. 152].

The factors of manifestation of readiness for innovative activity by V. I. Dolgov include activity, orientation, individual and psychological characteristics, individual style of activity, setting, self-concept, value orientations and relationships, the ability to creative activity, innovative important personality qualities, professionalism, risk preparedness.

Considering the structure of the teacher's readiness for innovation, we relied on the approach of V. A. Slastenin and L. S. Podymova, according to which the teacher's innovative activity has four components: motivational, creative, technological and reflective. [4, p. 152].

Having analyzed the existing approaches to the study of psychological readiness for innovative activity and its components, taking into account the possibilities of psychological support for its development, we consider it appropriate to highlight the following components of psychological readiness for innovative activity:

- 1) motivational component - attitude to pedagogical innovations, as well as motivational readiness of a teacher to improve his own professional activity;
- 2) the cognitive component - the teacher's knowledge and ideas about innovative technologies and about their own innovative potential;
- 3) volitional component - the ability to arbitrarily manage your actions, feelings, behavior in the conditions of innovative activity;
- 4) reflexive-evaluative component - self-control and reflexivity, necessary for the teacher to reflect on the experience of his own innovative activity;

5) personal qualities that contribute to the inclusion of a teacher in innovative activity (tolerance to uncertainty, intellectual lability, stress tolerance, mobility, creativity). [5, p. 20-23].

The pedagogical process, built taking into account modern educational needs and characteristics of students, stimulates students' interest in academic subjects, helps to increase academic performance, to develop the professional competencies of the teacher.

Recently, the desire of theoreticians and practitioners to study reflection, along with the individual experience of innovators, problems of a theoretical and methodological nature related to innovation, creative pedagogical activity and the personality of a teacher (L.I. Antsiferova, E.V. Bondarevskaya, A.V. Brushlinsky, V.S. Dudchenko, V.P. Kvasha, etc.) Innovative activity is realized largely due to the existing psychological readiness for it (G.V. Golovin, V.I. Zagvyazinsky, L.M. Mitina, etc.) .

ANALYSIS

Currently, in the psychological and pedagogical literature, the problem of psychological readiness for activity is considered from the perspective of functional and personal approaches. In the framework of the functional approach, psychological readiness is understood in its relationship with the psychological functions necessary to achieve high results in activities (E. S. Kuzmin, V. A. Yadov). In the studies of M.I. Dyachenko and L.A. Kandybovich, the dynamic structure of psychological readiness was determined, including the following components:

- 1) awareness of their needs, the requirements of society, the team or the task;
- 2) awareness of goals, the solution of which will satisfy the needs of the task;
- 3) comprehension and assessment of the conditions of activity, actualization of experience that is associated with solving problems in the past and fulfilling similar requirements;

On the basis of experience and assessment of the conditions Kryukova E. M., activity, the most optimal methods for solving tasks are determined as:

- 1) predicting the manifestation of their intellectual, emotional-volitional, motivational processes, assessing the correlation of their capabilities, the level of attempts and the need to achieve a certain result;
- 2) the mobilization of forces in accordance with the conditions and tasks, self-hypnosis regarding the achievement of goals [1].

According to this approach, the state of psychological readiness has a complex dynamic structure and expresses the intellectual, emotional-volitional and motivational aspects of the human psyche in their correlation with emerging conditions and future tasks. The distinguished components of a person's psychological readiness for activity determine the success of a person performing professional functions, while pointing to the dialectical unity of long-term and situational readiness - namely, that long-term readiness is determined by the effectiveness of the implementation of situational readiness in specific circumstances. Researchers M.I. Dyachenko and L.A. Kandybovich also indicate that the most important indicators of long-term readiness are

related to the motivational sphere of the personality and are manifested in the need for successful completion of the assigned task, in interest in the object of activity and the method of its implementation, as well as the pursuit of success. At the same time, a sense of responsibility, confidence in one's actions, faith in success, self-regulation, mobilization of all forces to solve a task and the ability to concentrate on it are associated with emotional-volitional components of psychological readiness.

Considering the psychological readiness for innovations in pedagogical activity, E. N. Frantseva defines it as "an integrative mental education, representing the unity of cognitive (knowledge of innovations, methods of their application, etc.), affective (positive attitude to pedagogical innovations), empathy, the prevalence of positive emotions in professional activities, etc.) and the conative (activity) components, where the activity component acts as the system-forming component, and the main characteristics of the system is creativity "[2, p. 17].

In psychological and pedagogical studies, it is noted that the personality and professional features of the teacher as a subject of innovative pedagogical activity largely determine the structure and content of his readiness for innovative activity, which is determined by the presence of the motivational value attitude of the teacher to professional activity, possession of effective ways and means to achieve pedagogical goals, the ability to creativity and reflection. In this case, readiness acts as the basis for an active social and professional-pedagogical position, prompting innovative activity.

In the works of V. A. Slavenin, the teacher's readiness for innovative professional activity is understood as the integrative quality of a person, which, representing the unity of personal and operational components, ensures the effectiveness of this activity; In the readiness structure, motivational, creative, technological, and reflexive components are distinguished.

The need for an innovative orientation of pedagogical activity in modern conditions of development of society, culture and education is determined by a number of circumstances:

- Ongoing socio-economic transformations, which necessitated a radical update of the education system, methods and technologies for organizing the educational process in educational institutions of various types. The innovative focus of educators is a means of updating educational policy;
- Strengthening the humanization of the content of education, a continuous change in the volume and composition of academic disciplines; the introduction of new subjects requiring a constant search for new organizational forms, training technologies. In this situation, the role and authority of pedagogical knowledge in the teaching environment significantly increases, the tasks of increasing the professional skills of teachers are updated;
- A change in the nature of the relations of teachers to the very fact of mastering and applying pedagogical innovations. In conditions of strict regulation of the content of the educational process, the teacher was limited not only in the independent choice of new programs, textbooks, but also in the use of new techniques and methods of pedagogical activity. Now innovative activity in education is gaining a selective, research character. That is why an important direction in the activities of the leaders of pedagogical collectives, methodological

services of educational institutions is the analysis and evaluation of pedagogical innovations introduced by teachers, creating the necessary conditions for their successful development and application;

- the entry of educational institutions into market relations, which form the real situation of their competitiveness.

The formation of a competitive specialist in modern conditions is possible only with the introduction and inclusion of problematic and methodically-oriented innovations in the educational process that meet the provisions of the general innovation processes reflected in programs and concepts.

Additionally, in the education system, the following classification of innovations by types of innovations can be distinguished:

in scale:

- federal;
- regional;
- national-regional;
- at the level of an educational institution.

on pedagogical significance:

- isolated (private, local, individual, etc.), not interconnected;
- modular (a complex of private, interconnected innovations);
- systemic.

by origin:

- modification, i.e. advanced;
- combined (joining a previously known new component);
- fundamentally new.

The analysis of questionnaires and experience as a leader shows that the teachers of the branch have innovative activities that cause difficulties, and in this connection there is a need for scientific and methodological support of teachers. An analysis of the involvement of branch teachers in innovative activity indicates that more often it is formal. This is due to several reasons, such as:

- low level of basic training of students;
- the formation of the environment of their activities in the traditional mode with a simultaneously low degree of readiness for innovative changes;

- lack of motivation due to congestion with various extracurricular activities;
- the inability to determine the priority direction ("spraying" in different directions), and therefore the absence of a tangible result.

However, without an innovative component, it is impossible to imagine the activities of a modern educational institution. In the course of the questionnaire, the teachers answered that when introducing innovations they need different types of support: someone needs psychological support, some teachers would not refuse individual consultations by methodologists, pedagogical practitioners, from participating in seminars on innovative activities, they are ready to undergo course training. A prerequisite for innovative work was the availability of a sufficient amount of educational literature and a modern material and technical base.

Therefore, large-scale work is to be done to achieve significant results in this direction of the teaching staff.

DISCUSSION

Turning to an discussion of the matter of university education inevitably raises the task of assessing and developing the foundations of the formation of psychological readiness for future teachers' innovative activity. This task has a deep socio-pedagogical meaning, since the success of transformations in educational practice and the prospects for the development of educational institutions depend on its solution.

The growing need of society for a new quality of education is that powerful and dynamic factor that prompts researchers to deal with the problems of innovation in the new conditions.

The relevance of the psychological support of innovative processes in education follows from the state of practice, the analysis of which gives the right to highlight several circumstances.

Firstly, a guide has been taken to modernize the content of teacher education and the training of current teachers should be brought into line with the adopted program for the modernization of teacher education (1991), a new educational paradigm that is based on the ideas of humanization, fundamentalization, humanization, technology, providing a personal orientation of the process training, optimization of the structure and organization of teacher training, improvement of its content, forms, etc. According to modern methodologists, theorists and practitioners of education, the implementation of these ideas will be able to provide training for specialists who are able to work in a new civilization. Secondly, the education system that existed earlier had a number of undeniable achievements, which is recognized throughout the world, and therefore, Uzbekistan, creating its own education system, cannot objectively refuse a positive inheritance. Creating a new educational system, it is necessary to determine what of this experience should take place in the new educational system. Therefore, there is an objective need to comprehend the problem of psychological readiness for pedagogical activity in the new conditions.

Modern conditions are characterized by great dynamism of social processes, which makes special demands on the teacher, who cannot rely in his activity on established dogmas and the use of proven technologies. However, as indicated by A.B. Orlov, the number of advanced creative teachers, according to the most optimistic estimates, is not more than 10%.

It is the personal approach to changing pedagogical activity that creates the conditions for the teacher to interact with those innovations that irreversibly capture the sphere of education in their orbits. One of the mechanisms of the teacher's activity in these conditions is the willingness to innovate as a factor that allows the future teacher to build his vector in such a way as to be prepared for various variations of the changes in the course of educational practice. The system of teacher training in the framework of vocational education, various approaches to the organization of specialist training, the effectiveness and quality of the result of the readiness of future teachers for innovative activities experience a number of objective contradictions between:

- the real need for the conformity of the teacher training system in a university with the variability of educational practice;
- the presence of a multi-level system of training teachers and an unclear definition of what type of educational institution and to what extent forms the teacher's willingness to carry out innovative activities;
- the functioning of the existing system of teacher training in college and the change in socio-cultural requirements for activities in various educational systems;
- the level of preparation of the teacher for a certain type of pedagogical activity and the increase in socio-pedagogical mobility as a condition for less painful entry into the dominant type of society, type of culture;

These contradictions determine the nature of the study of the process of formation of the future teacher's readiness for innovative activity in domestic pedagogical thought.

Innovative activity as a component of pedagogical culture was studied by K.A. Abulkhanova-Slavskaya, E.V. Bondarevskaya, V.A. Kan-Kalik, N. D. Nikandrov, V. A. Slastenin, V. V. Serikov, M. M. .Potashnik, I.P. Rachenko, N.S. Podymova and others.

The main laws, principles of innovative activity are disclosed in the works of M.M.Bakhtin, V.S. Bibler, L.S. Vygotsky, S.L. Rubinshtein, A.L. Leontyev, N.R. Yusufbekova and others. These and others Studies laid methodologically orienting foundations of the psychological and pedagogical theory of the study of the phenomenon of innovative teacher activity.

In the general methodological plan, the studies on the readiness of a teacher for innovation have been dedicated to research by Yu.K. Babansky, M. M. Potashnik, S. D. Polyakov, V. A. Slastenin, M. I. Skatkin, Yu. A. Samarin, etc. ., which contributed to the determination of the essence of the process of formation of teacher readiness for a certain type of activity.

The influence of the dominant, humanistic in nature and content of the education paradigm, its personality-oriented manifestation and the ability of the teacher to act in constantly changing socio-cultural conditions are reflected in the studies of E.V. Bondarevskaya, G.F. Karpova, S.V. Peterina, S. V. Kulnevich, V.V.Serikov, V.Ya. Lyaudis, R.M. Chumicheva, I.S. Yakimanskaya and others, which creates the prerequisites for the development of specific mechanisms of innovative activity of a future teacher as a way of existence of a teacher in a certain type of culture .

The orientation in the pedagogical activity of the future teacher on the conditions for the formation of a certain type of modern society has both a saturating (saturation) and a closed (encapsulated) vector: a number of works are devoted to these contradictory studies - these are the works of V.I. Andreev, V.S. Volkov, M.V. Klarina, M.V. Kroz, I.M. Kurdyumova, V.V. Malyavina, Yu.S. Polikarpova, N.S. Podymova, I.P. Podlasy, JI. S. By smoke, P.I. Pidkasisty, V.A.Slastenin, and others - as a result of their research - the development of conditions under which the elements of the closing vector of the future teacher's activity are inhibited, and the elements of the stable nature of the projective activity of the future teacher are strengthened.

In the Western pedagogical literature, the main reasons leading the teacher to this type of activity are identified (J. Botkin, E.M. Rogers, N. Dickenson, N. Cross, E.P. Torrance, K. Levin and others). The main reason is the dynamics of the need-motivational sphere of the teacher's personality, which under certain conditions has an irreversible condition from rigid in nature biopsychosocial assignment to a soft, diverse culture - aesthetically existential certainty and expression in the teacher's activities. In addition, modern Western pedagogy has developed such a procedural and instrumental mechanism for the formation of teacher readiness for innovative activity, which allows this level to be fixed to a certain extent, which is reflected in a number of works by P. Vanzweig, N. Dickenson, A. Xendzius, N. Cross, E.M. Rogers, EP Torrains and others. These and other studies have made it possible to strengthen precisely the elements of the socio-technological type of specialist in specialist training, which leads to the need to reorient the training system teaching staff for this type of teacher as a professional, capable and ready to carry out activities in the conditions of a probabilistic type of society.

The draft national program for the development of education in Uzbekistan aims to train teachers to create an organizational and methodological mechanism that meets modern requirements for the teacher. In this context, the author identifies one of these mechanisms, which creates the prerequisites for the formation of the teacher's readiness to adequately respond to the message of reality. As a result of this, the relevance of our research is due to: a) the need to identify and study the content and structure of innovative activity of the future teacher in the context of the probabilistic type of socio-economic development of Russian society as a whole and education in particular; b) the definition of such methodological foundations that would ensure readiness for this type of activity of the future teacher; c) making the process of formation of the future teacher's readiness for innovation activities sustainable;

CONCLUSION

In conclusion, I would like to say that innovative activity can be interpreted as a personal category, as a creative process and the result of creative activity; it implies the existence of a certain degree of freedom of action for the relevant entities. The value of innovation for a person is connected with the possibility of self-expression, the use of one's abilities, and creativity. Difficulties arising in the process of innovation, appear to the individual as the prospect of the possibility of their resolution on their own.

The main sustainable result of the implementation of innovative educational activities is:

- the formation of an innovative infrastructure that ensures sustainable development and further study and dissemination of best practices;
- College leadership in the educational services market;

- creating a positive image of the institution.

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