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Table Of Content

Journal Cover	2
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article	5
Title page	6
Article Title	6
Author information	6
Abstract	6
Article content	7

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Ways to Develop the Creative Qualities of Technological Education Teacher

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Abstract

This article analyzes ways to develop the creative qualities of technological education teacher and emphasizes the development of world civilization. Therefore, there are the concepts of "innovation" and "innovation", and it is necessary to point out the main differences between them. At the same time, new directions of activity will be opened in this article.

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Introduction

It is known that our country has made a great contribution to the development of world civilization since ancient times with its scientific achievements. The first and second Renaissance periods were due to the consistency of the system of governance in the country and the special attention paid to scientists[1].

At the time when the head of our state Sh.M.Mirziyoyev put forward the idea of building the foundation of the Third Renaissance in our country, he paid special attention to science and education. Today, special attention is paid to highly qualified teachers and coaches, professors, real intellectuals.

Creativity is the highest blessing of science in the course of thousands of years of human development, and all the material and spiritual wealth created by humanity today is a manifestation of this great blessing. Science is a written body of knowledge accumulated over many centuries, which has emerged as a result of humanity's active depletion and transformation of nature in the pursuit of its little needs[2].

Main part

A person is the mental, spiritual essence of a person, which is manifested in a generalized system of various qualities.

Such a system of adjectives includes:

1. a set of socially significant qualities of human qualities;
2. the system of relations with the world and with the world, less and less;
3. performing social tasks, a set of moral views operating system;
4. a long understanding of the world and in it;
5. needs system;
6. a set of abilities, creative possibilities;
7. the sum of attention to external conditions.

The concept of innovative activity

Currently, the concept of innovation is widely used. The word innovation is an English word meaning "innovative", which is defined as changing the internal structure of the system. Innovation is an important part of practice and theory, a system of action of social actors aimed at improving the quality of the socio-cultural object. Innovations are new approaches that are relevant, important, and formed in a system. They are born on the basis of initiatives and innovations and are promising for the development of educational content. It also has a positive impact on the development of the education system as a whole[3].

Innovation is the end result of a technology, form, or method in a particular field of activity or production, a new approach to solving a problem, or the application of a new technological process that is known to lead to earlier success.

Innovations in the education system can be classified as follows:

- Depending on the direction of activity (pedagogical process, management)
- according to the description of changes (local, modular, systemic)
- according to the source of origin (for this team, internally or externally)

Innovations usually arise when several problems intersect and solve new problems in general, leading to a continuous renewal of the pedagogical process.

The concept of "innovation", in our opinion, is a process of innovation, as well as the implementation of this innovation in practice.

Analyses

Novelty is an idea that is new to the individual, it does not matter whether the idea is objectively new or not, we define it over time - when the news is discovered or when it is first used[4].

The introduction of innovation is divided into three main groups according to the content of the subject:

1. Technical-technological

2. Productivity

3. Social.

These include, but are not limited to:

1. Economic
2. Organizational and management
3. Private-social
4. Legal.

Any innovation in the education system cannot be an innovation.

Therefore, there are the concepts of "innovation" and "innovation", and it is necessary to point out the main differences between them. The clear form, content and scope of reform activities serve as a basis for this. If the activity is short-lived and does not have the character of an integrated system, if it is tasked to change only some elements of a particular system, then we are communicating with innovation. We can call innovation only if the activity is carried out on the basis of a certain conceptual approach and its result leads to the development of the system or its fundamental change[5].

The criteria for both concepts are as follows:

1. Innovation is carried out within the framework of current theory;
2. Limited in size and time;
3. The methods will be updated and the result will improve the previous system.

Innovation will be systematic, good and sustainable, will design a new system of activities in the known practice, will update the positions of the subjects of practice.

At the same time, new directions of activity will be opened, new technologies will be created, new qualitative results of activity will be achieved, and as a result, a little practice will be updated[6].

The implementation of innovation is carried out in innovative processes.

Innovation process is the process of preparing for and implementing innovative changes.

The innovation process is a pedagogical innovation, the changing integrity of which is the absorption of these innovations by the pedagogical community and their effective use in practice on a scientific basis.

Innovative changes in the educational process - the introduction of any innovations in the education system is directly organized by updating and changing the activities of teachers.

Innovative activity is a continuous work on the basis of innovations, which is formed and improved over a long period of time.

The diversity of pedagogical experiences can be seen through innovation and research. In doing so, the teacher shifts from practical to theoretical analysis and generalization. In such approaches, innovative views and methods specific to the country's education system are rarely reflected.

It is clear from the topic that pedagogical innovations have a certain character. The dimensions of pedagogical innovation that serve to shape the creative activity of future teachers are:

- novelty of innovative methods,
- optimality,
- ability to give high results,
- have the opportunity to apply creatively in public practice.

The main criterion of innovative methods is their novelty, the results of scientific research and the balance of advanced pedagogical experience. That is why it is important for teachers who want to work in the innovation process to know what the essence of innovation is. If this experience is completely new to one teacher, it may not be new to another. Also, the level of novelty of the same method for future teachers can vary. Therefore, both teachers and future educators should voluntarily engage in innovative creative activities based on their minimal needs. This, in turn, is directly related to their personal uniqueness, individual-psychological characteristics[8].

Optimality as a measure of the effectiveness of pedagogical innovations requires the efforts of teachers and

students to achieve a guaranteed result. Different teachers and students achieve different levels of effectiveness in their personal pedagogical and educational activities.

In the innovative environment of the educational institution, the teacher's attitude to innovation is clearly reflected.

Diagnostic methods aimed at organizing the innovative activity of the teacher are also diverse. Technological problems that allow the creation, assimilation and application of pedagogical innovations should be organized on the basis of the diagnosis of pedagogical experience. The use of diagnostic methods demonstrates the strengths of teacher performance. Therefore, equipping students with modern methods of diagnosis is a requirement of the time. Taking into account the professional desires and needs of students, it is necessary to carry out targeted activities aimed at the formation and continuous development of their professional and pedagogical culture. On this basis, it is planned to create favorable conditions for each young teacher to be creative, to engage in creative activities, to show initiative[9].

Discussions

It should be borne in mind that in the organization of pedagogical innovations on the basis of diagnosis, it is necessary to take into account that in the experience of every teacher there are both positive and developmental aspects, as well as negative ones. In order for a young teacher to work effectively in an educational institution, it is necessary to clearly demonstrate the positive and negative aspects of his / her work experience based on the diagnosis.

It is necessary to make it clear to future teachers that the diagnostic methods used to organize innovative processes are as follows. They are:

- Systematic organization of pedagogical needs, interests, areas of special importance of future teachers, identifying the difficulties encountered in their work and opportunities to overcome them;
- search for ideas, concepts and best pedagogical practices that will meet the interests and needs of young teachers and their introduction into higher pedagogical education;
- Identification of the uniqueness of the process of acquisition and application of pedagogical innovations by young teachers and their various forms, including demonstrations, descriptions, open lessons, work on new sources, lectures, participation in experiments, etc.

Conclusions

Based on the diagnosis of pedagogical innovations, it is recommended to carry out practical work on the organization in several stages:

1. At the initial stage, questionnaires from prospective teachers, diagnostics of answers to questionnaires, organization of individual interviews and confirmation of information in the answers to questionnaires, analysis of data obtained on the basis of diagnostic results.
2. At this stage, based on the results of the first stage, activities aimed at improving the professional and pedagogical skills of the future teacher are planned and ways to implement them are shown.
3. At this stage, the work is completed and re-diagnosis is carried out. In this process, the activities of the future teacher are focused on obtaining intermediate and final results. Changes in student performance in the group will be analyzed in depth.

Diagnosis of professional skills, abilities and experience of future teachers and equipping them with diagnostic methods will allow to effectively develop the creative activity of students by restructuring the process of professional pedagogical education on the basis of innovative ideas. As a result, there is an opportunity to encourage young teachers to be creative and enterprising.

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