

FACTORS FOR DEVELOPING THE INNOVATIVE POTENTIAL OF SCHOOL TEACHERS

<https://doi.org/10.5281/zenodo.19997232>

Dildora Mashrabjonovna Khakimova

*First Vice-Rector for Academic Affairs at the Abdulla Avloniy National Institute of
Pedagogical Mastery,*

Doctor of Pedagogical Sciences (DSc), Associate Professor

Email: xakimovadildora@gmail.com

Abstract

This article scientifically examines the main factors influencing the development of innovative potential among teachers in general secondary education institutions. The study analyzes mechanisms for developing teachers' innovative competencies, applying modern pedagogical technologies, and enhancing professional development under conditions of digital transformation. Based on the research findings, organizational, economic, psychological, and technological factors affecting innovative potential are systematized, and practical recommendations for their improvement are proposed.

Keywords

innovative potential, pedagogical innovation, school education, teacher competence, professional development, digital education, pedagogical technologies.

Introduction

Global modernization processes in education are significantly increasing the requirements for the quality of pedagogical personnel as a priority factor in human capital development. In particular, the innovative potential of teachers working in general secondary education institutions has emerged as a strategic determinant of educational quality improvement, implementation of advanced pedagogical technologies, development of students' creative and critical thinking competencies, and preparation of competitive human resources aligned with labor market demands [1].

The penetration of digital transformation, artificial intelligence technologies in education, the emergence of the knowledge economy, and intensified competition for global competencies have substantially transformed the teacher's role from a traditional transmitter of knowledge into a creator of innovative learning environments, facilitator, and promoter of creativity [2]. In this context, the

development of school teachers' innovative potential is recognized not only as a pedagogical issue but also as an institutional factor of socio-economic development.

In Uzbekistan, large-scale reforms are being implemented to transform the education system in accordance with international standards, improve teachers' professional competencies, stimulate innovative pedagogical activities, and enhance educational quality monitoring. In particular, the Law "On Education," the "Concept for the Development of Public Education until 2030," and the Development Strategy of New Uzbekistan identify enhancement of teachers' innovative and professional capacities as a priority objective [3].

However, practical analysis indicates that the implementation level of innovative educational technologies in general schools remains uneven across regions, while many teachers still lack sufficient psychological readiness for innovation, methodological flexibility, and digital competencies. This necessitates a comprehensive study of the factors influencing the development of innovative potential, systematic classification of these factors, and improvement of effective development mechanisms [4].

The purpose of this study is to scientifically analyze the organizational, economic, psychological, and institutional factors affecting the development of school teachers' innovative potential and to formulate scientific and practical recommendations for its enhancement.

Literature Review

The concept of innovative potential has been interpreted differently by various foreign and domestic scholars. Drucker considered innovation as a strategic resource for organizational development [3], while Rogers substantiated the role of human factors and adaptation mechanisms in the innovation adoption process [4].

In pedagogical activity, innovative potential is determined by the teacher's:

- readiness to adopt new methods;
- creative approach;
- level of ICT usage;
- aspiration for professional development;
- reflective competence [5].

Local researchers assess innovative potential as an integral component of teachers' professional competence and emphasize the crucial role of continuous professional development systems in its enhancement [6].

Research Methodology

The following scientific methods were employed in this study:

- Systematic analysis – to examine the structure of innovative potential;
- Comparative analysis – to compare international and national practices;
- Survey and expert evaluation – to assess teachers’ innovative activity;
- Statistical grouping – to evaluate the degree of factor influence.

The research object comprised pedagogical personnel working in general secondary education institutions.

Research Results and Analysis

Systematic Analysis of Factors Affecting Innovative Potential

The study identified and classified factors influencing the development of school teachers’ innovative potential into organizational-managerial, economic-motivational, pedagogical-methodological, psychological-individual, and technological-infrastructure categories.

Table 1

Classification of Factors Influencing the Development of School Teachers’ Innovative Potential

No	Factor Group	Description	Degree of influence
1	Organizational-managerial	Administrative support, strategic management, innovative environment	High
2	Economic-motivational	Incentives, rewards, grants, KPI systems	High
3	Pedagogical-methodological	Quality of professional development, methodological support, mentoring	High
4	Psychological-individual	Creative thinking, motivation, readiness for development	Medium-High
5	Technological-structural	ICT tools, internet quality, digital platforms	High

The data indicate that organizational-managerial and economic-motivational factors exert the greatest influence on the development of teachers’ innovative potential.

Table 2

Analysis of Teachers’ Innovative Competency Levels

Indicators	Low (%)	Medium (%)	High (%)
ICT usage skills	16	44	40
Application of innovative methods	23	52	25
Organization of interactive lessons	19	49	32
Creative pedagogical approach	21	47	32

Innovative problem-solving	28	43	29
Aspiration for professional development	11	35	54

The analysis demonstrates that although teachers show relatively high readiness for professional development and ICT use, the practical implementation of innovative methods in the educational process remains insufficient.

Key Challenges Hindering the Development of Innovative Potential

The study identified several systemic barriers:

1. Insufficient motivational mechanisms Many educational institutions lack effective systems for rewarding innovative pedagogical performance.
2. Weak practical orientation of professional development programs Existing in-service training often remains overly theoretical.
3. Technological inequality among schools Significant disparities exist in technical infrastructure across regions.
4. Psychological resistance and conservative approaches Long-established traditional teaching practices hinder adoption of innovations.

Relationship Between Innovative Potential and Educational Quality

The findings revealed that in classes taught by teachers with high innovative potential:

- student academic performance is 18–22% higher;
- classroom engagement increases by 25–30%;
- independent and creative task performance improves significantly;
- efficiency in using digital educational tools rises considerably.

These findings confirm the direct impact of teachers’ innovative potential on educational quality.

Discussion

International experience demonstrates that developed educational systems enhance teachers’ innovative potential through:

1. Professional Learning Community (PLC) models;
2. Peer-to-peer mentoring systems;
3. Performance-based reward systems;
4. Teacher Innovation Labs;
5. Continuous professional development based on micro-credentials.

Adapting these practices to Uzbekistan’s school education system may significantly improve teachers’ innovative potential.

Conclusion and Recommendations

The study leads to the following conclusions:

1. The innovative potential of school teachers is a strategic factor in improving educational quality.
2. The development of innovative potential is a multifactorial system dependent on organizational, economic, psychological, and technological determinants.
3. The practical implementation level of innovative methods by teachers remains insufficient.

Scientific and Practical Recommendations

1. Introduce an “Innovative Teacher” rating system to encourage innovative educators.
2. Establish Pedagogical Innovation Laboratories in schools.
3. Base professional development programs on practical case studies and real classroom scenarios.
4. Expand the use of AI-based and ICT-supported educational platforms.
5. Develop a regional mentoring system involving experienced innovative teachers.

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