

PREPARATION OF FUTURE TEACHERS FOR EDUCATIONAL ACTIVITIES ON THE BASIS OF INNOVATIVE APPROACHES

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ANNOTATION

The article identifies the content, technology and stages of its organization and components and types of preparation for innovative activities, the preparation of future teachers for educational activities on the basis of innovative approaches, and draws appropriate conclusions.

Keywords: Innovation, approach, future teacher, educational activity, preparation, content, technology, stage, component type, relevant conclusion.

INTRODUCTION

In the context of informatization of education in world educational institutions, the need to increase the social activity of young people, develop moral knowledge and skills, improve personal and vocational training, innovative approach to pedagogical processes and active introduction of technology is being put into practice.

Law of the Republic of Uzbekistan "On Innovative Activity", Resolution of the President of the Republic of Uzbekistan No. PP-3907 of 14.08.2018 The need to reconsider the tasks of education is confirmed by the following views: "to strengthen commitment to national and universal values, to strengthen religious tolerance and interethnic harmony, as well as to form an intolerant attitude to extremism, terrorism and other destructive ideas."

Therefore, we need to define the essence of the content of innovative approaches to the training of future teachers in higher education institutions of our country, to raise it to a new level in terms of quality and content.

Based on the organization of modern literature, we found that there are different approaches to the concepts of "innovation", "innovative approach", "innovative activity" and others.

We see that the word "innovation" is derived from the Latin word "novatio", and the suffix "in" is translated from Latin as "in the direction", and its translation as a whole "innovatio" is interpreted as "in the direction of change". possible.

Originally, the concept of "innovation" was used in the 1900s of the twentieth century by the Austrian J. Schumpeter in the field of economics, who considered it the analysis of "innovative combinations" as a result of changes in the development of economic systems.

In the explanatory dictionary of the Uzbek language, innovation is derived from the English word innovation, which means innovation: 1. Investments in the economy for the introduction of new types (generations) of equipment and technology. 2. Advanced techniques and technologies, innovations in management and other fields, and their application in various fields.

ILBalabanov, a scientist in the field of economics, described innovation as a tangible result of the introduction of capital into new techniques or technologies, new forms of production organization, labor, services and management, including new forms of control and accounting, planning and analysis. "Innovation is the result of creative activity aimed at the development,

creation and dissemination of new products, technologies, the introduction of new organizational forms," said AVBorisov.

T. Bryan also considers "innovation-intellectual product-invention, information, know-how or a process that has an economic meaning, LVKantarovich: Describing it as a scientific invention or discovery, the application of innovation in the field of pedagogy also indicates its effectiveness.

Today we are embarking on the path of innovative development aimed at radically renewing all spheres of life of the state and society. This is not in vain, of course. Because who will win in today's fast-paced world? A state based on new ideas, new ideas and innovations wins. Innovation means the future. If we start building our great future today, we must start it on the basis of innovative ideas, innovative approaches.

We can see that our pedagogical scientists have scientifically proved in their research that the application of innovations in the process of organizing the educational process on a scientific basis is effective and efficient.

Scientist STTurgunov said that the use of advanced teaching technologies, the creation of a reflexive learning environment based on the organization of innovative activities of subjects, as well as the formation of subject-subject relations in the educational process, increasing the subjectivity of participants in the educational process. The effectiveness of the educational process based on the formation and formation of the process of interaction on the basis of the transition to "student-teacher" and "teacher-teacher" relations, first of all, improving the activities of participants in the educational process, accelerating their psychological adaptation to new conditions, modern requirements stressed the possibility of providing.

B. Doniyorov considers innovation as a novelty and says that its introduction into the process guarantees high efficiency: "Innovation is a theoretically based, goal-oriented innovation in any field and focused on practical implementation.

Professor NAMuslimov, Doctor of Pedagogical Sciences, described innovation as a new activity aimed at solving non-traditional problems and wrote about its impact: activity.

In the educational-methodical complex called "Development of innovative activity of the teacher" comparing innovative activity with the system of action, it is a system of action of social subjects aimed at improving the quality of socio-cultural object as an important part of practice and theory. is to have motivational preparation to solve.

Researcher M.Umaralieva considers innovation as the competence of a modern specialist to work with information and communication systems, writes: A modern specialist must be able to adapt to new social and professional technologies, to interact with different information and communication systems and their subjects. In order to be successful and demanding in modern society, a person must have a general cultural and professional competence, as well as an innovative orientation.

Based on the analysis of the literature, we have identified the following stages in the organization of technology for preparing future teachers for educational activities on the basis of an innovative approach:

Phase 1. The process of formation of innovative professional knowledge, skills and competencies in future teachers is a set of actions aimed at meeting the qualification requirements of students.

Phase 2. It involves the formation of the image of "I", the ability to independently search for information using modern information and communication technologies, to process and select the necessary, and to combine at least three components of innovative activity.

Step 3. Critical analysis; finding non-standard solutions to identified problems and situations; reduction of pedagogical innovations and their application in the educational process; have the skills to use scientific and methodological literature and modern educational technologies, as well as at least 4 components of innovative activities.

Step 4. Formation of skills for the development of pedagogical innovations and their application in graduate work.

At the same time, we identified the following components of the readiness of future teachers for innovative activities: (Figure 1)



Figure 1. Components of the readiness of future teachers for innovative activities

At the same time, during our research, we identified the types of readiness of the future teacher for innovative activities (Figure 2).



Figure 2. Types of preparation of the future teacher for innovative activity.

Based on the above considerations, emphasizing the need for an innovative approach to the preparation of young teachers for educational activities, we have identified a number of indicators for improving the technology of preparation of young teachers for educational activities:

To achieve high results with active participation in the educational process;

Active participation in educational activities, coaching hours, various spheres of socially useful work, initiative, setting an example for partners;

Zeal, activity in socio-political, cultural and similar public affairs and their organization in the university and abroad;

Work in one of the public organizations and perform their duties with a sense of responsibility.

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