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ON THE MECHANISMS OF PREPARING FUTURE TEACHERS FOR INNOVATIVE ACTIVITY

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ABSTRACT

In this article, the first stage of the teacher's preparation for innovative activities is considered to have the following characteristics: the first stage is the development of the teacher's creative individuality, the identification and formation of creative abilities in students, the solution of creative pedagogical tasks and their analysis, as well as the use of common technologies in creative search development: that is, independent testing of previously acquired knowledge and skills in new situations, being able to see alternative solutions or methods of a problem, combinative use of previously acquired methods of activity in solving a new problem Thoughts on learning to learn, ensuring critical development of thinking are put forward.

Keyword: teacher, systematic approach, reflexive activity, individual, creative approach, innovation, motivation, need.

The main goal of professional-pedagogical education is to direct students to solve creative pedagogical tasks. During the process of making a decision in terms of professional skills, the future teacher is required to master the modeling of the innovative activity structure at the level of his capabilities. The concept of teacher preparation for innovative activities is based on the following situations:

- systematic, reflexive and individual creative approaches aimed at creating the process of forming the teacher's personality as a whole and ensuring its functioning;
- from the point of view of a systematic approach, all links of pedagogical education are required to be focused on the creation of all components of innovative activity in their individual cases;
- the realization of the reflexive activity approach - this is the development of the characteristics of the teacher taking an active research position in relation to his work and himself, for the purposes of being able to critically analyze his subject, his thinking for the development of the student's personality and means to ensure that they think about performance evaluation;
- individual - creative approach - goes beyond the level of personality, and this condition ensures the identification and formation of individual creative activity in the teacher, as well as the formation of innovative thinking in him, expresses the desire to have unique technologies of activity;
- if a number of organizational conditions are provided, including in this case, all stages of multi-level pedagogical education have been completed, based on the general model of teacher preparation for innovative activity in higher education institutions if it is carried out, and if the mental preparation of the future teacher for this type of activity is diagnosed, then the process of preparation of the teacher for innovative activity is considered to have a controlled description at certain specific levels;
- formation of creative activity in future pedagogues and creation of motivational and integrated relationships with regard to pedagogical innovations; ensuring mutual relationships in the

teacher's methodological, special specialization, general pedagogical and spiritual aspects; ensuring inter-cycle and inter-disciplinary connections, integrating knowledge in the flow of common innovation issues; formation of innovative culture in students, education of a sense of striving for innovation; providing the system-creating function of pedagogical practice together with research preparation;

- to study the dynamics of evaluation of the criteria for mastering the innovative activities of the teacher.

At the first stage of the sequence of preparation of a teacher for innovative activities, it has the following characteristics:

The first stage is the development of the creative individuality of the teacher, the identification and formation of creative abilities in students, the solution of creative pedagogical tasks and their analysis, as well as the development of general technologies in creative search: that is, the independent use of previously acquired knowledge and skills in new situations. to be tested in a way, to be able to see alternative solutions or methods of the problem, to learn the combinatory application of previously mastered methods of activity in solving a new problem, to ensure the critical development of thinking.

The second stage is mastering the basic methods of scientific knowledge, pedagogical research, mastering the introduction to innovative pedagogy. Students will get acquainted with the social and scientific representatives of innovative pedagogy, as well as learn its main concepts, creatively discuss alternative approaches to the school institution, learn the main sources of the development of alternative schools, different types of innovative educational institutions and it's fun to get to know them.

The third stage is the assimilation of innovative activity technologies. In this way, students will get acquainted with the methods of creating authorship programs, learn about the stages of experimental work at school, participate in the process of creating authorship programs, analyze the future development of innovations, make their predictions, and study the difficulties of putting them into practice.

The fourth stage - practical work is carried out in a specific field of experience for the introduction of innovations in the pedagogical process, corrections are made, changes in experimental results are studied, and the professional activity itself is analyzed. At the level of this stage, the innovative position of the teacher is formed as a decision of his system of thoughts and views and his attitude towards news. Clarification of the listed stages consists of the sequence of operations, methods and technologies of methods that ensure the solution of the set goals. The main factor in the innovative training of the teacher is the development of his individual activity methodology, that is, the assimilation of innovations is carried out at the level of individual personality. In this view, novation is a tool (new method, methodology, technology, program, etc.), and innovation is the process of mastering these tools.

Innovation is the introduction of new elements in a stable state into the existing environment, goal-oriented changes that ensure the transition of the system from one state to another. From this point of view, the introduction of innovations is understood as the result of innovation, and the innovation process is considered as the development of the following three main stages: that is, the formation of ideas (in certain specific situations - scientific discoveries), the practical implementation of ideas development and implementation of innovation. Depending on this

situation, the innovative process can be considered as the practice of bringing scientific ideas to the stage of practical use and, in turn, using them in the social-pedagogical environment related to these changes.

The activity of ensuring the transformation of ideas in the form of innovation and the formation of a management system for these processes is called an innovative activity. In the description of the stages of development of the innovation process, there are also other descriptions. In accordance with them, the following actions are highlighted:

- determination of demands and needs in changes;
- collection of information and analysis of the situation;
- developing news input independently or making an initial selection;
- accepting the solution of the issue of introduction (assimilation);
- introduction of innovations at the private level in the form of a sample;
- the institutionalization or long-term use of news, during which it becomes an element of everyday practice.

The totality of all these stages forms a unique innovation cycle.

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