

PREPARING FUTURE TEACHERS FOR INNOVATIVE PEDAGOGICAL ACTIVITIES

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ABSTRACT

The demand and needs for highly qualified pedagogues in the development and progress of new Uzbekistan are increasing day by day. In particular, it is necessary to train creative pedagogues who have the ability to educate the mature generation in the spirit of universal and national values that have been formed for centuries, who have mastered the fundamentals of science, pedagogy and psychology methods, who have a high level of professional training and who have the skills and qualifications to apply modern pedagogical and information technologies in practice. In the process of higher pedagogical education, there is an opportunity to form a student personality who can meet these requirements and has quality knowledge, skills and qualifications. For this, there is a growing demand for the wide application of modern approaches and innovations in the process of higher pedagogical education aimed at preparing future teachers for professional and pedagogical activities.

The effectiveness of innovative pedagogical activity is determined by the professional training of the pedagogue.

The main characteristics of the future teacher's ability to engage in innovative activities include the following characteristics:

- Creative-motivational orientation of the person. This is curiosity, creative interest; pursuit of creative achievements; striving for leadership; striving for self-improvement, etc.;
- Creativity of the future teacher. This is fantasy (fantasy), hypothesis; being free from stereotypes, taking risks, critical thinking, the ability to evaluate, self-observation, reflection;
- Assessment of professional activity. This is the ability to master the methodology of creative activity; ability to acquire pedagogical research methods; the ability to create an author's concept of activity technology, the ability to creatively resolve conflict; the ability to cooperate and help each other in creative activities, etc.;
- Individual ability of the future teacher. This is the pace of creative activity; a person's ability to work in creative activities; perseverance, self-confidence; responsibility, honesty, truthfulness, self-control, etc.

The research of innovative activity allowed to determine the standards of readiness of the teacher for innovative activity. Including:

- awareness of the need for innovative activity;
- willingness to be involved in creative activities;
- alignment of personal goals with innovative activities;
- willingness to overcome creative failures;
- level of technological readiness to perform innovative activities;
- impact of innovative activity on professional independence;

- the ability to professional reflection.

The nature of innovation processes in higher education is determined by the specific features of introduced innovations, professional capabilities of teachers, innovative activities of initiators and participants of innovation.

The most important issues in innovative pedagogical activity are the teacher and his personal and professional qualities and qualities.

The future teacher should be an innovative, productive, energetic, socially active, creative person, should have creativity, wide-ranging interest and occupation, a rich inner world, be open to pedagogical innovations, and be able to work independently.

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It is considered important to prepare a future teacher for innovative pedagogical activities in two directions:

First: formation of innovative readiness to perceive newness;

Second: teaching to be able to act in a new way.

Also, in the organization of innovative pedagogical activity, the future teacher's educational activity and professional preparation for its management are of particular importance.

The study of innovation processes, their functions, laws of development, mechanisms and technologies of its implementation, pedagogical foundations of management principles allows to organize the educational process of the higher school at the level of world standards based on the achievements of modern pedagogy and psychology.

Based on the above considerations, we defined the preparation of future teachers for innovative pedagogical activities as follows.

Preparing future teachers for innovative pedagogical activities is a type of innovative pedagogical activity carried out in harmony with the creative activities of each future teacher and the whole team, in which the creative actions of the future teacher are coordinated with their collective research and the introduction of pedagogical innovations is integrated and productive. is an opportunity, and it is expressed as a product of the process of innovative-pedagogical activity aimed at supporting their initiatives, that is, new ideas, projects, plans, specific actions. And innovative behavior is not flexibility, but the maximum development of individuality, self-activation, systematization. If someone has abandoned part of his values and ideals, violated his moral and intellectual integrity, became unhappy, lost his freedom, the teacher should be able to mentally enter his mind. Special methods are also observed in society that force people to stop their innovative activities. The most important thing for a future teacher is to feel, experience and get rid of psychological obstacles that prevent him from carrying out innovative pedagogical activities in the future, it is very useful to prevent inattention, indifference, irresponsibility. As a result of the pedagogue's behavior and inner world being set in one mold, the use of prescribed instructions becomes dominant in his activity. A large number of ready-made examples of pedagogical activity accumulate in his mind. This

affects the integration of the teacher into the pedagogical society by reducing his level of creativity and ambition.

A necessary component in the training structure of future teachers is their professional preparation for the implementation of innovative pedagogical activities, which is determined by specific criteria. Any professional training of a teacher, including training for innovative pedagogical activities, can be expressed by the following symbolic formula:

Each period of the development of the educational system is characterized by its innovative pedagogical ideas, which are internal and external to the dominant idea of this period. In the system of higher pedagogical education, the idea of programmed teaching, the idea of problem-based teaching, the idea of modular teaching, the idea of codified teaching and others are considered innovative ideas.

– At the modern stage of the development of the educational system of Uzbekistan, the following pedagogical ideas are innovative ideas:

- person-oriented training;
- humanization and humanity of education;
- credit system of training;
- technologicalization of the educational process;
- computerization of the educational process;
- introducing the ideas of Uzbek folk pedagogy into the educational process;
- quality management of the educational system;
- didactic foundations of the educational system.

Common signs of a teacher's professional readiness to implement pedagogical ideas can be:

- being able to model the pedagogue's expected communication with the audience in the process of preparing for direct activities with students;
- the ability to see any of his actions through the eyes of students, the ability and desire to determine how the content and results of his pedagogical actions are reflected in the student's mind and views;
- emotional unity of the pedagogue and students, which helps the teacher to foresee the situation expected in the lesson, to feel the level of interaction that can be expected during the lesson and to develop it in the future;
- the ability to include the subjective experience of each student in the educational process;
- the ability to understand the point of view of a colleague and at the same time principle, demandingness, etc. in a team.

The above-mentioned primarily predetermines the teacher's pedagogical views, which help to determine whether he can implement innovative activities directed at the student's personality. An important component of the psychological-pedagogical provision of innovative activities of future teachers is their preparation in the higher school system. Even when the attitude of the state to the restructuring of schools is highly positive, it is necessary to fundamentally change the views of those responsible for the training of pedagogical personnel. Determining the long-term strategy of changes, in this strategy, teacher training should be carried out on the basis of a new approach to direct innovation.

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higher pedagogical education system, the idea of programmed teaching, the idea of problem-based teaching, the idea of modular teaching, the idea of codified teaching and others were innovative ideas.

- At the modern stage of the development of the educational system of Uzbekistan, the following pedagogical ideas are innovative:

- person-centered teaching;
- humanization and humanitarianization of education;
- credit system of education;
- technologicalization of the educational process;
- computerization of the educational process;
- introducing the ideas of Uzbek folk pedagogy into the educational process.

General signs of the future teacher's readiness to implement the pedagogical ideas listed above can be:

- being able to model the pedagogue's expected communication with the audience in the process of preparing for direct activities with students;
- the ability to see any of his actions through the eyes of students, the ability to determine how the content and results of his pedagogical actions are reflected in the mind and views of the student, and the desire to do so;
- emotional unity of the pedagogue and students, which helps the teacher to foresee the expected situation in the lesson, to feel the level of interaction that can be expected during the lesson and to develop it in the future;
- the ability to include the subjective experience of each student in the educational process;
- the ability to be principled and demanding in a team while being able to understand a colleague's point of view, etc.

The above-mentioned processes primarily determine the teacher's pedagogical views, and these views determine whether or not this teacher can implement innovative activities directed at the student's personality.

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