

CONTENT OF PREPARING FUTURE TEACHERS FOR PROFESSIONAL INNOVATIVE ACTIVITY

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Abstract: In the development and progress of new Uzbekistan, the demand and need for highly qualified pedagogical personnel is increasing day by day. In particular, it is necessary to prepare creative teachers who have the ability to educate the adult generation in the spirit of universal and national values formed over the centuries, who have thoroughly mastered the foundations of science, pedagogical and psychological methods, and who have become absorbed in their consciousness. Those who have high professional training, 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, possessing high-quality knowledge, skills and qualifications. For this, there is a growing demand for a modern approach to the process of higher pedagogical education and the widespread implementation of innovations aimed at preparing future teachers for professional and pedagogical activity.

Keywords: Education, Teachers, Innovation, professional innovation

Main part: Improving the education system, introducing various innovations and modernizing pedagogical processes is one of the most important tasks of our time. Teachers are the main promoters of innovation and the central figures of the educational process. Therefore, the preparation of future teachers for professional innovative activity is of great importance for improving the quality of education and the comprehensive development of the future generation.

Assessment of the effectiveness of the content of the process of preparing for innovation. The effectiveness of the educational content was analyzed and assessed according to three criteria:

1. the integrity of the content of preparation for innovative activity;
2. the real contribution of its individual components to the overall process of forming the readiness of future teachers for innovative activity;
3. the implementation of an interdisciplinary resource.

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The first question of this part of the questionnaire asked to evaluate the content of the training in question as a whole. Only 8% of respondents believe that “the content requires local changes.” 92% of the answers are distributed in the range of negative values: 76% “the content requires serious changes”; 16% “such content should be created from scratch”. To clarify the overall assessment, the question was asked: “To what extent does the content of the programs implemented in the pedagogical personnel training system provide for the development of the competencies necessary to solve the problems presented in the table? Experts gave their assessments for each individual task of innovative activity, taking into account the recommended level. There are various approaches and ideas to create the essence of this idea, and there is no single opinion in science about its essence. Innovations are relevant, important and new approaches that are formed in a system. They are born on the basis of promising initiatives and innovations for the development of educational content and have a positive impact on the development of the education system as a whole. Innovation is the result of a result, the form and methods of which are determined by a certain technology in a particular field of production, a new approach to solving problems or the use of a new technological process can lead to greater success. Unlike other spontaneous innovations, innovation is a mechanism for controlled and managed changes. Not every innovation in the education system can be innovative. Therefore, it is important to indicate the main differences between the concepts of "innovation" and "novation". The specific form, content and scope of reform activities serve as the basis for this. If the activity is short-term in nature and does not have a holistic system, then the task is only to change individual elements in a given system, we interact with innovations. Innovation can be achieved only if the activity is based on a certain conceptual approach, and its result can lead to the development or change of the system. Criteria for both concepts: innovations occur within the framework of the existing theory, are limited in scope and time; methods are updated and therefore an improvement on the previous system.

At the same time, the essence of reforms is inextricably linked with any process of modernization of society. Updating state educational standards; Improving the content of classifiers; Improving the content of educational literature, textbooks, programs and the emergence of new pedagogical concepts in the field of education. Such updates require accelerated integration of pedagogical innovations in continuing education. The active activity of modern teachers in this process requires high training in a number of professional qualities. The level of competence is clearly reflected in the educational technology project and in its center is the pedagogical idea. The quality

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of teaching is guaranteed if the teacher has theoretical knowledge, practical experience, ability to use advanced teaching methods and techniques.

Conclusion: Preparing future teachers for professional innovative activity is of great importance for the future of the education system. A teacher is not only a person who conveys knowledge, but also introduces new ideas and develops students' creative thinking. Therefore, the use of innovative methods and developing programs that include creative approaches in the pedagogical education process is important for improving the quality of education and developing society. The future generation should benefit from teachers who are equipped with innovative thinking skills and the ability to adapt to changing and complex environments.

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