Section A -Research paper

PEDAGOGICAL IMPORTANCE OF PREPARING TEACHERS FOR INNOVATIVE ACTIVITIES

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Annotation. This article discusses the importance of preparing teachers for innovative activities. Based on the conclusions drawn, proposals were developed.

Keywords: innovative education, innovative activity, pedagogical activity, professional demand, norms, professional skills.

Introduction

Today, the widespread use of the achievements of World Science and innovation activities in modern conditions is an important factor in the consistent and sustainable development of all spheres of life of society and the state, as well as the establishment of a worthy future of our country. Because during today's rapid development, it is necessary for society qualified specialists who actively think, create innovative ideas and effectively apply them in practice. This, in turn, requires the development of innovative educational programs, the organization and management of scientific research of pedagogical personnel, which contribute to improving the quality of education by introducing innovations into the educational process, modern interactive and creative methods of teaching and focusing on the field of development of their innovative competence.

In Uzbekistan, a new educational system is being decided, aimed at entering the world educational space. At the same time as this process, significant changes are taking place in the theory and practice of the pedagogical educational process. The structure of approaches in education is changing and a different relationship is being established. In the educational system, forces with the ability to work with new information are being formed, new creative solutions are being found, and saiyharakats aimed at individualizing the educational program are gaining strength.

The renewal in education envisages the formation of a free, active and independent personality, through the educational process in higher educational institutions of which students are able to vividly imagine their future, in this regard their own destiny and self-development thinking in various activities is formed. When teaching students specialist subjects, when forming their creative thinking, it is always necessary to organize classes based on the point of nationality and national interests. In higher education institutions, educating newly independent-minded, creative student youth remains one of our most fundamental problems. In student years, young people rise to the stage of perfection, maturity from a social point of view, physical strength, as well as important aspects of

intelligence in them, such as self-control, self-assessment, self-awareness, self-control, rise to a new high stage of progress. In them, the development of thinking, the formation of a scientific worldview occupy an important place in the disciplines of general and specializations.

Discussion and result

The formation of an independent thinking person, educating him in the interests of society and the state to the level of a socially useful working cadre, is a multifaceted and complex process. It provides for improving the educational system and deepening its content, as well as a lot of organizational and educational work.

Methods and techniques of traditional teaching are widespread in our republic, and they also have a certain history of their own. However, we can see that in the implementation of educational reforms, the possibilities of traditional education are limited, important educational problems do not find their solution, a number of advanced pedagogical experiments are not gaining popularity. A special aspect of the new relationship, different from that of traditional education, is to gain interest in the study of specialist subjects by effectively organizing the pedagogical process instead of prohibiting student-students ' independence and educational activities, but directing them towards the established goal, organizing educational activities in cooperation and consciously directing educational activities, carrying out an activity through an order, , it is considered to turn to democratic ways of acquiring knowledge and trades without limiting inclinations and opportunities.

Pedagogical technology is based on a technological approach. A technological approach means that in order to obtain a finished product (similar to production technology), a set of methods and techniques used in production processes is understood, and a set of methods and techniques is understood that guarantee the expected results in achieving the goals set.

If we understand a method as a way of cognition, a research path or a complex of actions, operations, methods of acquiring a certain field of practice and theoretical knowledge in an activity, then pedagogical technology – a method of education, in a certain sense, refers to a complex of educational processes, tools, forms and methods.

There are many signs of pedagogical technology that differ from traditional teaching methodology. Pedagogical technology differs from traditional methodology, first of all, in the fact that goals are set and achieved. Methods and techniques of pedagogical technology serve to develop the general goals of education (goals of the teacher and student), to implement them and control, monitor and evaluate the results. Design activities are among the most popular forms of organizing work with students.

The design method is the organization of teaching, and students gain knowledge in project visibility through the planning process and the performance of practical tasks. As

a result of the application of the design method, knowledge in the form of a project (project) is mastered. Relying on collaborative pedagogy, which expresses the relationship between teacher and student, the students ' Joint Education is carried out. Students ' collaborative learning, design of educational processes, design of work with students, among others, are the main techniques of modern pedagogical technologies.

A number of positive work carried out in higher educational institutions, the rapid growth of Science and technology, today leads to the emergence of conflicts between the needs of society and teaching methods in relation to competitive highly qualified personnel training, personality development, ensuring a high level of Education. Therefore, the use of innovative approaches in the educational process is also important.

Research-creative approach. The purpose of education is to cultivate the student's ability to solve a problem, independently master new knowledge and experience, find innovative ways of movement and take the initiative. In a research and creative approach, the Educator Guides the student's educational activities in an stimulating way, supports and collaborates with his personal initiative, and always implies his thoughts and interests. The educator's attitude towards the student's personality, love and soulfulness to them, high confidence, the emergence of interaction, a high level of communication culture, the abandonment of direct coercion of students in the process of studying, and vice versa, due to the predominance of positive stimulation, achieving the intended goal, being resistant to the shortcomings encountered in student activities, applying the most effective ways Pedagogical technology options have been developed on this approach. The research approach has its place in the educational system and should be applied in its place.

Exploratory-creative approach. The goal in this approach is to develop in students the skills of solving the problem, independently mastering a new, unfinished experience, creating new ways of influencing, personal perception.

The main goal of vocational-pedagogical education is to direct students to solve creative pedagogical tasks. During the process of finding a decision in terms of professional skills, the future teacher is required to master modeling according to the structure of innovative activities at the level of their capabilities. Based on the concept of teacher training for innovative activities, the following situations lie:

- creative approaches to reflexive activity and in an individual way, in a systematic way, aimed at generating the process of formation of the personality of the teacher in one whole state and ensuring its function performance;

- from the point of view of a systematic approach, it is required that all rings of pedagogical education should be aimed at increasing to the surface all the components of conducting innovative activities in their individual cases;

- the realization of the reflex activity approach means the development of the characteristics of the teacher to occupy a research position in an active way in relation to his activities and himself, in the goals of being able to critically analyze his subject, ensuring his thinking and assessment of the effectiveness of the activity for the development of the personality of the student;

- an individual-creative approach-goes beyond the level of personality, and this state ensures the identification and formation of creative activity in the individual way in the teacher, as well as the formation of innovative thinking in it, the desire to have the technologies of activity in an inimitable state;

- if a number of organizational conditions are provided in this case, including all stages of multi-stage pedagogical education in this case, the training provided in the Ooys was carried out on the basis of a general model of preparing the teacher for innovative activities, as well as the mental training of the future teacher in relation to this type of activity is diagnosed, then the;

- formation of creative activity in future educators and motivational in relation to pedagogical innovations-the emergence of relationships in one whole state; ensuring balanced ties in the methodological, special specialization, general pedagogical, mental aspects of the teacher; ensuring inter-cyclical and interdisciplinary interdependencies, integrating knowledge in the flow of general innovative issues; formation of an innovative culture in students, ; providing system dressing function in combination with research preparation of pedagogical practice;

- study of the dynamics of assessment on criteria in the assimilation of innovative activities of the teacher.

The sequence of preparation of the teacher for innovative activities is considered to have these characteristics at the first stage: the first stage - the development of 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 common technologies in creative search: that is, the independent testing of previously acquired knowledge and skills in new situations, being able to see alternative solutions or methods of the issue,, ensuring the critical development of discernment. The second stage is the mastering of the basic techniques of scientific knowledge, pedagogical research, the introduction to innovative pedagogy. Students will get to know the social and scientific streamers of innovative pedagogy, as well as master its basic concepts shadi, creatively discuss alternative approaches to the school Institution, study the main sources of development of alternative schools, get to know the types of innovative educational institutions of various types and the like shadi. The third stage is the assimilation of innovative activity technologies. In this, students are guided by the methods of drawing up author's programs, tani shadi with the stages of

experimental work at school, participation in the process of structuring author's daslurs, analysis of the further development of innovations, and shadi with the implementation of predicting them in advance, studying the difficulties of their introduction into practice. The fourth stage-in the pedagogical process, practical work is carried out in a specific field of experience on the introduction of innovations, the introduction of Corrections is carried out, the results of the experiment are studied by theming shifts, the analysis by the professional activity itself. At this stage level, the innovative position of the teacher is formed as a decision-making of his system of thoughts and views and attitudes towards innovations. The clarification of the listed steps is made up of such as the sequence of executable operations, methods and methods technologies that ensure the resolution of the goals set. The main factor in the innovative training of the teacher is the development of his individual style of activity, that is, the assimilation of innovations at the level of individual personality is carried out. In this view, Novation is precisely the tool (new method, methodology, technology, application, etc.) being calculated, and innovation is the process by which tools are appropriated. Innovation is the introduction of new elements in a stable state into the ya shash environment, goal-oriented changes that ensure that the system moves from one state to the other. In this visual review, the introduction of innovations is understood as the nalija of innovation, while the process of innovation is viewed as the development of the following three main stages: that is, the formation of ideas (in certain specific situations - scientific discoveries), the development of ideas from a practical point of view and the implementation of innovation into practice. Depending on this case, the innovation process can be viewed as the practice of taking scientific ideas to the stage of practical use and, in turn, using them in the socio - pedagogical environment that depends on these changes. Ensuring that ideas change in the form of innovation laoliyat and the formation of this process management system is called innovative activity. There are also other descriptions when describing the stages of the development of the innovation process. In accordance with them, the following actions are distinguished:

- determination of your requirements and needs in changes;
- information gathering and Situation Analysis;
- development of news entry in an independent case or implementation of initial selection;
- acceptance of the solution of the issue of introduction (acquisition • ;
- introduction of innovations on a private level in sample view;
- institutionalization or long-term use of innovations, during which it becomes an element of everyday practice.

The totality of all these stages produces an innovative cycle in a single way.

Conclusion

Students will get to know the social and scientific streamers of innovative pedagogy, as well as master its basic concepts shadi, creatively discuss alternative approaches to the school Institution, study the main sources of development of alternative schools, get to know the types of innovative educational institutions of various types and the like shadi. The third stage is the assimilation of innovative activity technologies. In this, students are guided by the methods of drawing up author's programs, tani shadi with the stages of experimental work at school, participation in the process of structuring author's daslurs, analysis of the further development of innovations, and shadi with the implementation of predicting them in advance, studying the difficulties of their introduction into practice. The fourth stage-in the pedagogical process, practical work is carried out in a specific field of experience on the introduction of innovations, the introduction of Corrections is carried out, the results of the experiment are studied by theming shifts, the analysis by the professional activity itself. At this stage level, the innovative position of the teacher is formed as a decision-making of his system of thoughts and views and attitudes towards innovations. The clarification of the listed steps is made up of such as the sequence of executable operations, methods and methods technologies that ensure the resolution of the goals set. The main factor in the innovative training of the teacher is the development of his individual style of activity, that is, the assimilation of innovations at the level of individual personality is carried out.

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