



PREPARATION OF FUTURE TEACHERS TO INNOVATIVE ACTIVITY

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ABSTRACT

This article examines the scientific peculiarities of the future teacher, the formation of pedagogical skills and the problem of moral upbringing of young people.

KEY WORDS

Pedagogical technology, pedagogical skills, pedagogical innovation, experimental and innovative work.

INTRODUCTION

The essence of pedagogical technology is to teach the students the traditional way of teaching, to encourage the students to learn more about self-education by abandoning the method of presenting their knowledge. At the same time, the teacher carries out the role of the student, the consultant, the person who leads the final outcome. The effectiveness of the pedagogical technology is that different teachers have the same (nearly identical) final outcome they will be able to. This is very important for us, Uzbek teachers, at the moment when all the educational institutions are trained to train professionals who meet the requirements of the Uniform State Education Standard.

The basis of these studies is the creation of pedagogical technologies, which created new pedagogical technologies. One system of applied pedagogical technologies, targeted orientation, determines the expected outcome, providing the form and content integrity of education.

MAIN PART

Today, as a result of the emergence of the new scientific direction in the field of pedagogy - pedagogical innovation and the renewal of the educational process, the pedagogical activity of the teacher has also resulted in the concept of "innovative activity of a teacher". Analyzing the concept of "Innovative Activity," Grati Mkrtychyan's comment on this subject is remarkable: "There are three main types of pedagogical experimental activity: special experiences, experimental and innovative activities. The more the innovation in the pedagogical activity, the better understands the private



experiment. "Innovative activity is a pedagogue's creative approach to the acquisition of existing forms and means of improvement of their profession. It is also important to admit that sustainable and universally accepted scientific concepts and classifications about educational innovations and innovative pedagogical activities have not yet been fully complied. One of the main reasons for this situation is the disruption to the challenge of linking education to science. The larger the reason for this is the delay between educational and practical pedagogical activities. As a subject and organizer of innovative activity, the teacher participates in creating, applying and promoting innovation. He should be able to analyze the essence and essence of changes in knowledge in science, traditions. The concept of innovation is closely related to such concepts as innovation, innovative process. Therefore, it is impossible to understand the content of innovative activity without knowing the meaning of these concepts. Innovation is an important part of the theory and practice of the social actors' movement aimed at improving the quality of socio-cultural object. There are different approaches and ideas on the nature of the theory of the theory, and there is no single idea in the science of its essence. Innovations are an up-to-date, critical, and innovative approach to a system. They are based on initiatives and innovations, promising for the development of the content of education, and positively influencing the development of the entire education system. Innovation is the final outcome of a particular field of activity or industry-based technology, shapes and methods, a new approach to solving the problem, or the use of a new technological process. Today, innovation in education is classified according to the direction of activity (pedagogical process, management). According to the description of the changes (radicals, modifications, combined). According to changes (local, modular, systematic). Source originals (derived from inside or outside of this collection). The purpose of innovation is to get the most out of the money spent or power. Unlike many other self-helping innovations, innovation is a driving force behind controlled and controlled change.

DATA ANALYSES

Any innovation in the education system cannot be an innovation. Therefore, it is necessary to point out the main differences between the concept of "innovation" and "innovation". For this purpose, the specific form, content and content of the reform will be the basis. If the activity is short-term and does not have a holistic system feature, then we will be contacting the novice if it has only foreseen to change some of the elements in a particular system. If the activity is based on a specific conceptual approach, the result can be called innovation only if it results in the development of the system or its principal change. Both concept criteria are as follows: innovations are implemented



within the framework of current theory, are limited in scope and time, methods are updated, and the result is improved by the previous system. The innovation is systemic, coherent and continuous, in particular, designs a new system of activities, and completely replaces the positions of practitioners. This will open up new business trends, create new technologies, achieve new quality outcomes, and eventually update itself.

Implementation of innovation is made in innovative processes. Innovative process is called for the preparation and implementation of innovative transformations. Innovative changes in the learning process, the introduction of any innovation in the education system can be done by updating and modifying the teacher directly. There is an opportunity to describe innovative activity by analyzing education innovation, introducing them into practice, and managing innovation processes. Innovative activity is the driving force, pedagogical team, creative force. "Innovative activity is an activity aimed at solving the problems that arise as a result of the new social norms that are incompatible with traditional norms or the existing norms of the new practice of practice," says Vislobadchikov. Innovative activity is an important part of the theory and practice of social actors, which is aimed at improving the quality of socio-cultural object, not just the ability to solve specific problems, but also motivational preparation for solving any problems to be owned. The central issue of the innovative activity of the teacher is the effective organization of the educational process. Innovative activity is a continuous process of innovation, which produces and improves over a long period of time. Based on the ideas of pedagogical scholars who study the peculiarities of the innovative activity of a teacher, the following can be considered as the main signs of innovative activity:

- Striving for a philosophy of creative activity;
- Pedagogical research methods;
- Ability to create copyright concepts;
- Planning and implementation of experimental studies;
- Use of other researchers' pedagogical experience;
- Collaboration with colleagues;
- Exchange views and provide methodological assistance;
- Prevention and elimination of conflicts;
- Search for innovations and adapt them to their own conditions.

Applying for innovation activity to teachers has led to the understanding that the dynamics of innovation processes in society have been rising. Its analysis involves not only the use of modern



science and technology achievements, but also the search, creation, adaptation, implementation of innovations and re-examining the results.

One of the scholars exploring the structure of innovation, V.Slasten, points out that it has the following structure:

"Innovative activity is a creative approach, creative activity, technological and methodological preparation for innovation, new thinking, and culture of communication. Innovative activity levels can be reproductive, hierarchical, and creative. "During innovation, innovations, innovations, and in-class educational process are all part of the process. Therefore, inclusion of the educational system innovation into the pedagogical process is carried out in four stages: Identify the problem by analysis. Designing a planned educational system. Schedule changes and updates. Making Changes. The purpose of the preparation for innovative activity is to improve the skills of the instructor in the field of innovation, the skills of self-study and skills, the use of new pedagogical technologies, interactive methods, and lesson and extracurricular training. "Innovative activity is due to the teacher's dissatisfaction with his / her work. It comes from a teacher who is faced with a problem in solving one or another pedagogical task and striving to successfully resolve it. "Innovative activity begins with search of new content. Pedagogical innovation requires a new approach from the teacher because it focuses on the solution of a critical and complex problem in the educational process. There are different approaches to the analysis of the structure of innovative activity of a teacher. For example, A. Nikolskaya thinks renewal of activities will be carried out in three stages: preparation, planning and implementation. There are a number of psychological barriers to preparing a teacher for innovative activity. The first of these is that the teacher is unlikely to go beyond the limits of the vocabulary, that is, the lack of creativity in the teachers, another reason is that new and unknown things cause snow in the people always. Based on the above statements, it is possible to conclude. While most of the research has been described in the concept of "innovative activity", there is no single definition that is most likely to reveal the fullest of content and innovation in this area, there is no approach.

CONCLUSION

In summary, innovative activity is the creation of a new technological process or new improved product using scientific research, development, experimental testing or other scientific achievements, and its programmatic feature is that in the field of communication and is not carried out in the field of activity of a particular subject, but the experience of carrying out this activity is only realistic in the lives of people. The essence of innovation is the formation of new technologies in



practice, the result of which is the activity aimed at turning the innovation into an invention-project and project-technology. Scientific discoveries in innovative activities do not go beyond the logic of academic science, but also from the evolving practice of developing as a result of the modification of the developmental process.

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