

The Role Of Innovative Educational Technologies In Training Future Professional Education Teachers

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Abstract: In this article, scientific imaginations in innovative activities are not born according to the logic of academic science, but arise from the development of practical reasoning as a result of the support of modifications of the development process.

Key words: Innovative activity, future pedagogue, interactive methods, pedagogical technologies, professional education, educational technologies.



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INTRODUCTION

The purpose of training for innovative activities is to improve the ability of teachers to strive for innovation, the ability to work independently, to use advanced pedagogical technologies and interactive methods, and to improve the ability to conduct classes and extracurricular activities.

Innovative activity is the creation of a new technological process or a new improved product using scientific research, development, experimental work or other scientific and technical achievements. It is not implemented in the field of action of the subject, but the experience of implementing this activity is truly innovative only if it becomes common in people's lives.

The original content of innovative activity is the formation of a new technology in practice, the result of which is the activity aimed at turning the invention into a project, the project into a technology. In innovative activity, scientific imaginations are not born according to the logic of academic science, but arise from practical considerations that develop as a result of the support of modifications of the development process.

"Innovative activity comes from the teacher's dissatisfaction with his work. It is done by the teacher when solving this or that pedagogical task it arises on the basis of the desire to successfully solve it after encountering some kind of obstacle".

Innovative activity begins with the search for a new idea. Pedagogical innovation requires a new approach from the teacher due to the fact that it is directed to the solution of an important and complex problem in the educational process.

Conditions for the formation of innovative activities of the teacher.

The essence of the law of periodic repetition and return of pedagogical innovation is that innovation is renewed in new conditions.

Pedagogical innovation researchers distinguish two types of innovation process:

The first type of innovation is spontaneous, that is, the need for it is not considered in the innovation process, there is no conscious attitude to the system, methods and ways of all the conditions for its implementation.

The second type of innovation is a product of conscious, purposeful, scientifically based activity.

Innovative processes in the higher school were researched by V.A.Slastenin, M.M.Levina, M.Ya.Vilensky and others.

The following approaches can be defined based on the innovative processes of the higher school:

approach from the point of view of cultural studies (the priority development of human knowledge);

approach from the perspective of personal activity (new technologies in education);

multi-subject (dialogic) approach, humanization of professional training;

individual - creative (teacher and student interaction) approach.

In the higher school, the subject of innovative activity is the teacher, his personal potential is taken into account. In this case, the socio-cultural, intellectual and moral capabilities of the teacher will be of high value.

In the works of S.M. Godnin, the personal characteristics of the student are highlighted as the subject of the pedagogical process. It includes the following: being able to understand the purpose, tasks and instructions of the educational process adopted for current and future heads of education; acquisition of new activities of intellectual magnetism; appropriate professional self-education and independent learning, excellent ability to overcome difficulties, satisfaction with expanding intellectual and professional opportunities and prospects for growth and gaining a strong position, one's social role, function to be active in the performance and so on.

The essential elements of the innovative pedagogical process are self-management and self-mobilization of the individual. One of its most important directions is the development of students' cognitive activity.

This direction includes the activity of activating students' academic work, determining their professional specialization.

The main directions are the integration of education, science and production, transition to new principles in their interactions.

Thus, the imitation of the theory of innovative activity factors leads to the conclusion that humanistic axiology is its most reliable direction.

Axiological approach to innovative activity means that a person devotes himself to the process of creating innovation, the sum of pedagogical values created by him.

Axiology considers man as the highest value and the only goal of social development.

The structure of the teacher's innovative activity

The innovative activity of the teacher is considered as a creative process and a result of creative activity.

V.A. Slastenin approaches the teacher's innovative activity from an acmeological point of view.

Acmeology (akme) - Greek means high point, sharp, blossoming, mature, best period.

B.G. Ananov, N.V. Kuzmina, A.A. Derkach and others think about the most creative periods of the human body, the heads of maturity, which are destroyed by increasing the efficiency of professional activity. They dealt with the issues of professionalism of mature people, psychological laws in the heyday of personal development, and the ability to overcome heights in reaching professionalism.

V. A. Slastenin substantiated the subjective and objective factors of acmeology that lead to high professionalism and a long creative life of a specialist. Objective factors include the quality of the education received, and subjective factors include a person's talent and ability, his responsibility to effectively perform production tasks, and his approach to specialists.

There are different approaches to analyzing the structure of the teacher's innovative activity. For example, according to A. Nikolskaya, activity renewal is carried out in three stages, i.e. preparation, planning and implementation stages.

There are a number of obstacles in preparing a teacher for innovative activities. The first of these is that the teacher goes beyond the limits of the activity he is used to and is difficult, that is, the lack of creativity in teachers, and another reason is that new and unknown things always cause fear and danger in people. .

In addition, the block of pedagogic and psychological sciences in the field of teaching each subject in higher education should be engaged in the implementation of rapid technological research. It is worth paying special attention to the organizational-structural model of pedagogical education implementation. These include focusing on small-scale, multi-head and multi-level models. Each of the above-mentioned models is considered as an independent holistic education, which has its own nuances and is directly related to specific socio-cultural and economic conditions. A small-scale system is a traditional system of higher education, which is strictly considered, where narrow specialists are trained, and there is no opportunity to choose teaching options during the educational process. Although the DTS adopted in 1998 included a variant part, this system still limits personal choice. In the multi-head system, there are opportunities for higher education based on the secondary special education system, and an interconnected curriculum has been developed. This system is considered compact, and many problems arise in connection with the admission of graduates to the third year: based on which funds to teach, first of all, the question of the quality of knowledge acquired by students in pedagogical universities and colleges raises various suspicions. In accordance with the Law "On Education" adopted in 1997, a multi-head system of higher education was established.

The development and introduction of a multi-head system of higher education can be defined as a powerful innovative process. In this matter, the experience of Western European countries was comprehensively analyzed and evaluated, and based on our own mentality, a unique multi-head system of higher education was created in the conditions of the Republic of Uzbekistan. The multi-head content of higher pedagogical education in our conditions is implemented in the form of a two-level model: general (basic-baccalaureate and full (master's)), each of which is considered autonomous; has the appearance of an integrated system; market fully meets the requirements of the economy; allows students to acquire education in many ways; encourages self-awareness, its valuable directions and lifestyle creates opportunities for personal development based on the definition. Educational and professional programs are based on five block-model principles: social-economic and humanitarian sciences, mathematical and natural-scientific sciences, general professional consists of a system of subjects, specialized subjects and additional subjects. It is directly related to the cultural approach to the selection of the content, methods and methodology of vocational education. It is noticeable that the work was carried out in cooperation with organizational, didactic-technological works and qualified specialists.

New relationships should be devoid of elements such as demands and fate, as in traditions. They need a partnership built in the form of equal support, mutual support, and mutual support. The most important feature of their relationship is the creativity of the teacher and the student.

Innovative activity is accompanied by the following main functions:

conscious imitation of professional activity;

critical approach to standards;

attention to professional news;

to be in a creative and creative relationship with the world;

let's realize our potential, embody our lifestyle and aspirations in our professional activities. Therefore, the teacher appears as the author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the context of modern society, culture and educational development, the need for teacher innovation is measured by:

socio-economic modernization requires a fundamental modernization of the educational system, methodology and technology of the educational process. In such a situation, the teacher's innovative activity consists of creating, assimilating and using pedagogical innovations;

humanization of educational content requires constant search for new organizational forms and technologies of education;

change the character of the teacher's attitude towards the adoption of pedagogical innovation and its implementation.

The innovative activity of the teacher requires the use of certain standards that determine the effectiveness of the innovation. Such standards include novelty, optimality, high efficiency, possibilities of creative application of innovation in public experiments.

Newness reflects the newness, the level of novelty offered as a standard of pedagogical innovation. Pedagogical scientists distinguish the absolute, limited absolute, squared, subjective levels of innovation, which differ according to the level and extent of the usefulness of the innovation.

The standard of acceptability indicates the effort and means used by the teacher and the student to achieve the result.

Effectiveness means certain positive results in the teacher's activity.

Pedagogical innovation should remain the property of mass experiences according to its merits. Pedagogical innovation is initially introduced into the activities of some teachers. At the next stage - after testing and objective evaluation, the pedagogical innovation is recommended for mass implementation.

The innovative activity of the teacher includes imitating and monitoring the innovation, clarifying the purpose and concept of future activities, implementing and revising the current plan, and monitoring the effectiveness.

The effectiveness of innovative activity is determined by the personality of the pedagogue.

In the studies of V.A. Slastenin, the main characteristics of the teacher's ability to engage in innovative activities were defined. It has the following characteristics:

creative and motivational direction of sqaxs. This is curiosity, creative interest; striving for creative achievements; striving for excellence; strive for perfection;

creativity. This is a fantasy (fantasy), an assumption; the ability to break away from stereotypes, take risks, think critically, evaluate, think independently, reflection;

let's look at the 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 support and help each other in creative activities and steps;

individual ability of the teacher. This is the pace of creative activity; ability of students in creative activities; determination, self-will; responsibility, dishonesty, truthfulness, self-control and pressure.

The research of innovative activity made it possible to determine the standards of the teacher's readiness for innovative activity (V.A. Slastenin):

If we consider skill, creativity, and innovation as the basis for the teacher's innovative activity, then we will answer the following questions by referring to the IMAK-Persuasion School technology: 1. Persuasion of students and its forms. 2. Types of pedagogical - psychological influence. 3. Self-inflicted. 4. Self-training. Persuasion is the ability to influence a person's system of knowledge, worldview, behavior, behavior and partially change it. Persuasion and trust can be real or fake. Since real trust and faith affect a person's way of life, his mental image, will and conscience, a person defends his trust and faith and is sometimes even ready to die. Psychologists, medical workers and other specialists are actively dealing with the problem of psychological influence on students in the pedagogical process, because the education and training process itself can be considered as a permanent influence of the teacher on the student's psyche, mind, worldview. . In recent years, modern psychology such as psychoanalysis, humanistic psychology, neurolinguistic programming, behaviorism and cognitive psychology have appeared, and some of the methods of these currents are entering general and higher education. Self-influence is very important in the development of a person. Students often struggle with their bad habits (smoking, etc.), knowing their negative personality traits and not knowing how to correct them, or their willpower is weak. It is necessary for the teacher to promote the good aspects of self-reflection among students using the example of the lives of famous people. Telling the story of physically and mentally weak and disabled persons achieving great success in sports, science, creativity and other fields with the help of various exercises has a positive effect on students. Students try to lose their bad personal characteristics, such as shyness, lack of interest, self-doubt. The task of professors and school psychologists is to help them closely.

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