



## PREPARING FUTURE TEACHERS FOR EDUCATIONAL ACTIVITY BASED ON INNOVATIVE TECHNOLOGIES

Abulova Mohigul Komiljonzoda

Teacher of the "Pedagogy" department of TSPU named after Nizomiy

**Abstract.** As a result of the scientific and technical progress in the world, based on the latest achievements of the scientific development of the educational system, the need for future teachers to carry out educational activities in the process of increasing the social activity of young people, the content, purpose and task of the concept of educational activity, and the field of knowledge that students need to master in order to organize the process are described.

**Key words:** science, science, system, competence, competence, content, part, education, standard, effect, special methodological, result, opportunity, educational activity. Innovative teaching, innovative technology, innovation, innovative process.

As a result of the scientific and technical progress in the world, the emergence of new branches in the sciences and the rapid development of interdisciplinary integration, creative technologies of applying innovative technologies to the process of training specialists are being put into practice in the higher education system. practical and systematic work is being carried out on improving the methodology of training future teachers for professional activity based on innovative technologies. In the world educational and scientific research institutions, scientific research is being conducted aimed at forming the content of future teacher training, social and natural integrity, nature of connections and professional creative relations. In world educational and scientific research institutions, scientific researches are being carried out aimed at shaping the content of training future teachers, social and natural integrity, the nature of connections and professional creative relations. Particular attention is paid to scientific research on the specific features of the problem of developing innovative thinking, problems of innovation and integration in the process of organizing education, enriching the knowledge, skills and qualifications of future teachers with information about innovative technologies of organizing the educational process, the laws of integration processes.

For the development of the society, first of all, it is necessary to educate a morally and ethically competent, socially active person, as well as to focus on raising the level of education of young people. It is known that in the land of Turan, our ancestors have been focusing on human spiritual development and moral education since time immemorial. This task remains relevant even today.



In our country, the issue of training qualified teacher-coaches is considered as a priority area. In particular, the Decree of the President of the Republic of Uzbekistan No. PQ-2909 dated April 20, 2017 "On measures to further develop the higher education system" and No. PQ-3907 dated August 14, 2018 "Educating young people to be morally, morally and physically perfect, raising the quality of their education system to a new level" "On the measures . This issue is addressed in a separate paragraph of the Law of the President of the Republic of Uzbekistan dated September 23, 2020 No. OPQ-637 "On Education", along with the description of the rights and obligations of pedagogical staff, it is determined that necessary conditions must be created for the implementation of professional activities. In order to ensure the implementation of this decision and laws, we have conducted scientific research on improving the training of specialists-future teachers for educational activities. In this, the main focus is on the content of the specialist's organization of educational activities, along with introducing the forms and methods of its implementation, we focused on mastering the skills and abilities to perform the tasks assigned to him in the presence of different value systems and worldviews.

Globalization processes in the world, modernization of the educational system on the basis of the latest achievements of scientific development, social activity of young people in the context of informatization of education, "mass culture", models of ideological struggle against negative evils such as terrorism, extremism, nihilism, drug addiction are being put into practice. Including the Sorbonne Declaration, Education For All (EFA), annual development goals (Millennium Development Goals (MDGs)), In the framework of the World Education Forum (World Education Forum) and the Lisbon Conventions, as well as in the Bologna process, defining innovative directions for improving the preparation of future teachers for educational activities, large projects are being implemented to ensure the variety of interactive forms of the educational process.

The content of the implementation of personal education and the formation of an information-educational environment in world educational and scientific research institutions, finding solutions to the problems of professional-pedagogical creativity (Benchmarking) comprehensive management of improving the quality of education by means of new pedagogical thinking and modern innovative methods (Total quality management), implementation of education through a single electronic system is based on student-teacher communication, general professional and specialist competencies of teaching , scientific researches are being carried out on the improvement of intellectualized systems and step-by-step models of teaching. At the same time, importance is being attached to scientific research on improving the ability of students to think creatively, analyze, synthesize, embody with the help of promising technologies, transition to new paradigms of education, and improve the



methodological foundations of innovative approaches that ensure the creative self-development of students.

In recent years, regulatory and legal frameworks for improving the technologies of training future teachers for educational activities have been created in our republic based on an innovative approach. "In the implementation of a new, systematic approach to education, the full realization of the socio-pedagogical potential of educational institutions, families and neighborhoods, among them, raising the scientific-methodical coherence based on national, universal values to a high level of quality" was set as a priority task. This, in turn, expands the possibilities of improving the technologies of training future teachers for educational activities based on an innovative approach.

Scientific research related to the improvement of technologies for training future teachers for educational activities based on an innovative approach is carried out in the world's leading scientific centers and higher educational institutions, including University of Massachusetts (USA), European Qualification Framework (USA, Brussels), Development and Selection of Key Competencies (DeSeCo) (Switzerland), Nagoya University (Japan), Moscow State Pedagogical University (Russia), Belfield University of Pedagogy (Germany).

Relevant scientific and practical results have been achieved in the research conducted on the improvement of the technologies of training future teachers for educational activities based on an innovative approach in the world. In particular, situational education has been improved on the basis of the integration of acmeological activity into the educational activity (University of Massachusetts, USA), Competency approaches to the implementation of educational activities have been developed based on the introduction of gamification game technologies (European Qualification Framework, USA, Brussels), theoretical, conceptual and statistical indicators have been improved by applying empirical results to educational results. (Development and Selection of Key Competencies); improved on the basis of step-by-step identification of pedagogical diagnostic features of "Lesson Study" reflecting effective forms of creative thinking in students (Nagoya University, Japan); social competences related to training for educational activities (Lernkompetenz), improved on the basis of monitoring the updating of knowledge related to these activities (Belfield pedagogical university, Germany).

The impact of various organizational factors on the mastery of educational content in the preparation of future teachers for educational activities in the world research institutions, defining and selecting the components of educational activities, approaching the ability and responsibility in the process of preparing for educational activities, continuous development of statistical indicators of preparation for educational activities in the future, researching empirical results in relation to the



results of educational activities, knowledge acquired during classroom, pedagogical practice and extra-auditory trainings, Scientific work is being carried out to determine the impact of skills and qualifications on educational activities

The great thinkers of the East, Abu Nasr Farabi, Abu Ali ibn Sina, Abu Raikhan Beruni, Kaikovus, Mahmud Kashgari, Yusuf Khos Hajib, Ahmad Yugnaki, Alisher Navoi, Jalaluddin Rumi, Abdulla Avloni, Abdurauf Fitrat, Mahmudhoja Behbudiy, about the educational essence of preparing young people for profession, A. Begmatov, M. Kahharova, T. Makhmutov, J. Tulenov, E. Yusupov, O. Gaybullaev, Sh. Barotov, M. Davletshin, V. Karimova, Z. Nishonova, N. Safaev, R. Sunnatova, G'. Shodmonov, G'. Shoumarov, E. Goziev on the philosophical and psychological features of education of future specialists, O. Jamoldinova, G. Ibragimova, SH. Mardonov, N. Muslimov, O. Musurmonova, D. Ro'zieva, O'. Tolipov, N. Egamberdieva, M. Kuronov studied various aspects of training for educational activities.

In the CIS countries, L.A. Baikova, I.A. Zimnyaya, V.A. Slastenin, A.V. The Khutorskoys studied the organizational conditions and possibilities of preparing future specialists for educational activities to a certain extent.

M.W. Berkowitz, L. Botcheva, J. Shih, L. C. Huffman, Elizabeth Kiss, J. Peter Euben, Emile Durkheim, I.H. In the studies of scientists like Fuchs, the theoretical and practical aspects of organizing the process of preparing future specialists for educational activities were analyzed.

Preparing future teachers for professional activity is one of the urgent problems of today, and the concept of "educational activity" does not have a single definition. According to the definitions given in dictionaries and reference books, educational activity means educational process, organization of educational process, organization of educational activity.

L.A. Baykova considers educational activity as a component that includes certain abilities aimed at achieving positive results in the education of students during the teacher's educational activity.

V.D. Shadrikov connects the concept of educational activity with a specialist person who is aware of the content and functions of its organization, and points to the meaning of the content and specific features of the organization of this activity.

Educational activity is a type of social activity aimed at transferring the culture and experience accumulated by mankind from generation to generation, creating conditions for the personal development of a person.

In our opinion, educational activity is a type of pedagogical ability aimed at knowing the goals and tasks, content, functions of the educational process, guaranteeing positive results. In the study, it was noted that future teachers should have prognostic, organizational, communicative, creative activities and abilities and



skills such as individual approach and research in order to successfully implement educational activities, and its content was classified.

The functions of preparing future teachers for educational activities are based on the logic of values and the need to prepare for educational activities.

Including implementation of the information function on the basis of educational activities, communication of education and training subjects to form a culture of educational activity.

The presentation function is related to the need to convey socio-cultural and pedagogical knowledge of future teachers' behavior and activities to students, as well as the need to form and present educational values.

The communicative function ensures the cooperation of educational subjects focused on a personal model of interaction.

The organizational function is related to the need to organize various collective and creative activities, as well as to manage the educational process and the development of educational systems.

The transformational function ensures the use of the laws of development processes, the formation of the image of the future teacher.

To prepare future teachers for educational activities, to promote humanitarianism, the highest human values, kindness and friendship, responsibility in loving relationships, legal culture; the need for work, to regard hard work as the highest value of life - material well-being, a source of creativity, culture of behavior and communication, to know one's worth, to act in accordance with moral concepts acquired in real life situations, to fight and survive in extreme situations, to develop the ability to critically analyze the strengths and weaknesses of one's will; forming a positive attitude towards national customs, traditions and values of the people; requires the formation of the skills of hearing and drawing conclusions.

Pedagogy is understood as the content of logical requirements and standards for the intellectual activity of a person to prepare future teachers for educational activities in higher education organizations.

The process of preparing future teachers for educational activities requires them to know the content, essence, characteristics, and laws of the education of a well-rounded person studied within the framework of such disciplines as general pedagogy, philosophy, logic, psychology, and the methodology of educational work, as well as to take into account the following issues:

Organizational: stimulating the active subjective position of students in the educational process; taking into account the interaction of the educational process with other subjects (teachers, parents) when organizing student activities;





Meaningful: development of various types of student activities (cognitive, design-research, practical education) in the process of professional training; informational and methodological support of educational activities;

Motivational: to ensure the successful participation of students in educational activities, to develop, present and implement educational projects with students; drawing up a plan for the analysis of educational activities that contribute to self-awareness of students;

Pedagogical support: pedagogic guidance of educational projects; planning individual counseling aimed at personal professional development of students.

The analysis of the literature, the scientific research conducted in connection with the research problem showed that it is necessary to develop and put into practice the basics of improving the technologies of training future teachers for educational activities based on an innovative approach.

Improving the preparation of future teachers for the innovative pedagogical activities of the general secondary education school is based on a deep analysis of the content and character of teachers' work. In order to have a sufficiently complete and objective picture of the professional and pedagogical activity of a teacher belonging to this category, it is necessary to build a suitable model for him.

A model is "an object of any nature into which an object of study can be placed in such a way that its study provides new information about this object."

Modeling is the construction (or selection) and study of such an object (model) of any nature, in which the object under study can be placed in such a way that its study provides new information about this object. A collective approach was adopted in the modeling of the teacher's activity, which is characterized by the principles of "interdisciplinarity, completeness and leveling in the approach to the object". These principles are considered to be one of the real research tools of modeling and serve to ensure the integrity of the teacher's planned innovative activity. We will briefly touch on these principles in order to determine our next actions to create the model.

The principle of interdisciplinarity implies the synthesis of a subjective perception of the object, that is, the interpretation of the innovative activity of specialist teachers relies on the sociological, psychological-pedagogical, methodical and other disciplines they study. However, in order to determine the list of important components of innovative activity, the interdisciplinarity of the research is not ensured without rationally combining these disciplines. The main task of this principle is that - in order to create a model, it is necessary to unite all educational subjects studied by specialists - teachers and students.

The second principle (completeness of research) comes from the adequate representation of the object in the model. It is known that the lack of completeness



in the research increases the unreliability of the obtained result. This limits the scope of its use. Completeness means the unexplored edges of the object, which appropriately expresses its integrity in a structured form. The completeness of the analysis is considered a direct guarantee that all aspects of pedagogical-innovative activity are recorded in the model. Taking into account this situation, the list of indicators of the teacher's activity and its morphological composition is formed sufficiently complete (not absolute, of course) due to multiple checks using various methods.

The third principle requires dividing the study of the object under investigation into more general and more specific factors, situations, and circumstances capable of expressing the integrity of the object at each level. In creating a model of pedagogic-innovative activity of a specialist-teacher, multilevelness is expressed in all its stages. Therefore, on the basis of this principle, a list of components of the innovative activity of a specialist-teacher was compiled, at that level - a list of components at the general, intermediate and specific levels. Therefore, the content of the activity is reflected separately at each stage and serves different purposes.

In the development of the model of the teacher's innovative activity, two interrelated and interdependent objects were taken into account: the personality of the teacher and his pedagogical-innovative activity. We considered such activity, on the one hand, as a generalized and sufficiently unified (unified) phenomenon, and on the other hand, as a system specific to a certain range of subjects (officials) who carry out the overall general goals of school education - preparing young students for independent life and work in accordance with the requirements of the social order of society. This activity consists of a number of separate actions (methods of achieving a common goal) and interrelated components, each of which corresponds to a certain professional function of a specialist - subject teacher.

Processes of training highly qualified pedagogic personnel that meet the requirements of the time are currently the main demand of the international labor market. The reason for this is that people who think freely, who can freely express themselves, who evaluate themselves objectively, are very important in society. They are the movers of the development of society. This, in turn, makes a great contribution to the development of the professional competence of specialists and brings about the need to introduce innovative forms and methods of teaching, modern information and communication technologies, and advanced foreign experiences into practice. In this regard, a number of measures are currently being implemented in educational institutions to further improve the quality of education, to ensure the coherence and continuity of educational courses.

In addition, the concept of competence is also important in the characteristics of the development of professional competence in future pedagogues. Competence -



requires constant enrichment of one's knowledge and skills, learning new information, feeling the demands of the current era, the ability to find new knowledge, process it and apply it during one's work.

It is worth noting that one of the important tasks is to modernize the educational process in educational institutions, increase the professional competence of pedagogues, equip them with qualifications and skills, independently use scientific and technical innovations, and further develop the skills to solve promising tasks in order to further increase the quality level of the system of training pedagogues. Since the basis of competence consists of abilities, each of them should correspond to his competence. Today, the term "professional competence" is often used. In explanatory dictionaries, competence is defined as understanding and knowledge. Translated from Latin, "competentia" means a number of matters in which a person is knowledgeable, has knowledge and experience. Latin: *competo* - I reach, submit, approach.

In a word, professional competence is the ability to translate knowledge, skills and abilities into practice. Professional competencies are the ability to perform professional tasks or a specific professional task. It is assumed that you will be able to perform the work effectively and achieve the desired result. Today, the term "professional competence" is often used. In explanatory dictionaries, competence is defined as understanding and knowledge. Translated from Latin, "competentia" means a number of matters in which a person is knowledgeable, has knowledge and experience. Latin: *competo* - I reach, I obey, I approach. In a word, professional competence is the ability to translate knowledge, skills and abilities into practice. Professional competencies are the ability to perform professional tasks or a specific professional task. It is assumed that you will be able to perform the work effectively and achieve the desired result. Also, the following types of competence are distinguished: - individual competence: personal characteristics that help you promote yourself and achieve results. - leadership skills: leadership, not management. Because not all leaders can be leaders, not everyone can be leaders.

Realization of professional competence and professional identity is a lifelong process, and a person chooses a profession from the stages of dreaming, trying, choosing and realizing them, then enters a profession, and then changes professions in the world, changes in himself, and work. He changes his profession or specialty depending on the change in his attitude.

The embodiment of perfection plays an important role in the image of a modern teacher. Developing the professional competence of today's teacher is to increase his daily ability and productivity of the work process.





It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in work, forming professional training. The need to improve pedagogical and psychological knowledge and skills of future teachers is based on the growth of social demands placed on educational institutions and teachers. In the field of higher education, determination of the actual needs for education is carried out based on the determination of the level of their professional training, the aspects that meet the requirements, as well as the existing shortcomings and gaps. Based on this, it is appropriate to implement innovations. This leads to the development of pedagogical competence. Another important aspect during training sessions is to organize the learning processes of students based on their needs and to focus on the personality of the student.

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