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**METHODOLOGICAL WAYS AND METHODS OF IMPROVING THE PROCESSES OF
PREPARING FUTURE TEACHERS FOR INNOVATIVE PEDAGOGICAL ACTIVITIES**

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ABOUT ARTICLE

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Abstract: The article discusses the ways and means of improving the process of preparing future teachers for innovative pedagogical activity. explores the system of improving training processes.

An innovative approach also outlines ways to achieve this goal using information gathering, independent analysis of perceived information, independent expression of ideas and best (best) methods in the short term.

INTRODUCTION

It is impossible to prepare future teachers for innovative methodological activities in accordance with modern requirements without taking into account the knowledge of the future teacher on the theory of pedagogical methodological innovation and the qualification of the implementation of the principle of scientificity. In other words, the study of innovative methodical preparation of students of pedagogical higher educational institution should aim at the following goals: to identify the limited aspects in the integrated system of such preparation; It is important to clarify in which areas changes should be made in the educational process in order to form the ability of the future teacher to manage the innovative methodical field of the school.

The study of the method of preparation of future teachers for innovative pedagogical activity was carried out for several years (2016-2021), with the main focus on the quality of the following elements of training of first-year students and graduates of pedagogical universities (scope and depth, sequence, stability) was focused on determining:

1. Innovative outlook.
2. Methods of mastering the theory of pedagogical innovation.
3. Methodical skills of transfer and transmission of innovative experience.
4. Methodology of implementing pedagogical innovations in the educational process and evaluation of its results. [1-6 b]

Each of the mentioned elements of innovative training is reflected in specific questions and tasks intended for teachers of different directions. For example, questions related to the theory of pedagogical innovation include knowing the goals of pedagogical innovation, its psychological and pedagogical foundations, understanding the categories "innovation", "innovative activity", "innovative process", "introduction of innovations", "innovative system", implementation of innovative processes. and so on.

In order to determine the methodical level of readiness of graduating child teachers for innovative pedagogical activities, we sought to determine whether they have the following skills:

- to determine the innovative possibilities of the educational subject, its relations with the objects of innovation;
- implementation of the principle of scientificity in the course of the lesson as a necessary condition for the formation of students' worldview;
- to study students' inclination and ability to news, to choose adequate methodical methods and tools for developing their interests;
- organization of students' search activities in accordance with the material base of innovation objects, taking into account the individual and age characteristics of students;
- assessment of the educational possibilities of the specific form of introducing news;
- selection of appropriate methods and methods of transfer of innovative experience;
- drawing up a plan for conducting pedagogical tests reflecting the real situation;
- conducting tests, analyzing their results;
- introduction of pedagogical ideas.

In studying the readiness of future teachers for innovative pedagogical activities, a wide range of pedagogical research methods were used: survey, interview, questionnaire, study of reports of departments, faculties, exams, course and graduation qualification works, pedagogical analysis of practice reports, participation in lectures and seminars, course tests and final inspections. In addition,

an expert evaluation method was used, for which an expert group was formed. This group included teachers of appropriate departments and school staff. [5-175b]

The survey of future teachers was conducted at Termiz State University, Shahrizabz Pedagogical Institute of Karshi State University, and Tashkent State Pedagogical University. The author's work on training courses for public education workers was used to conduct a survey of teachers and school principals.

The survey included two stages. At the first stage, the research vector was focused on the innovative outlook of first-year students and graduates of the specialties "050109-mathematics", "050103-pedagogy and psychology", "050102-pedagogy and primary education methodology".

Respondents answered questions in the field of methodology and methods of scientific-pedagogical research, pedagogical innovations, as well as methods of studying the innovative experience of teachers-innovators.

The random conduct of the written survey did not allow the respondents to prepare in advance, they were not warned in advance.

In the second stage, it was determined that the graduates of higher pedagogical educational institutions in the specialties "050114- History", "050103- Pedagogy and Psychology", "050102 Methodology of Primary Education" mastered the theory and practice of pedagogical innovation.

First-year students answered 18 questions: 6 on pedagogical innovation, 5 on innovative pedagogical technology, 3 on innovative activities, 2 on implementing pedagogical innovations, 2 on various topics. Graduates answered 34 questions, 10 of these questions are about pedagogical innovation, 5 are about innovative pedagogical technology, 7 are about pedagogical-innovative activities, 9 are about the implementation of pedagogical innovations, and 3 each given on a different topic.

The list of "Various topics" includes questions that allow to determine the level of practical training of students in the field of conducting pedagogical tests, analyzing, summarizing and implementing their results. Thus, 18 questions intended for first-year students were included in the set of questions for graduates, which made it possible to measure the degree of change in the innovative worldview during study at the institute and record the knowledge and skills formed.

The test was held at the end of the academic year, after the first courses have completed the "Introduction to the Pedagogical Profession", "Pedagogy", "Psychology" courses, and the graduates have

completed the entire curriculum. The questions were structured in different complexity. The following are required to give the correct answer: 1) use and repetition of the studied material; 2) ability to connect pedagogical and scientific knowledge; 3) analysis of the pedagogy, technology adaptability, cost-effectiveness of the studied object of innovation; 4) to demonstrate one's methodological knowledge and skills in applying pedagogical innovations during the lesson.

Each question option had the following content:

1. Pedagogical innovation. Content, structure and functions of pedagogical innovation. Pedagogical innovation subject. Application of pedagogical innovations. Management of innovation processes, stages of introduction of innovations. Systematization of innovation processes. Pedagogical innovation in the system of scientific and pedagogical knowledge.

2. Transfer and transfer of innovative experience. The essence of innovation experience. Its scientific basis and practical importance. Check the scientific evidence. Analysis of relocation opportunities. Readiness to use innovative experience for public practice.

Methodology of introducing pedagogical innovations. Guidelines for test research (for what purpose it is carried out), goal setting, analysis and brief description of the current system, identification of its shortcomings, model of the future state (ideal final product), identification of conflicts resulting from comparison of the previous two elements. Conditions of using pedagogical innovations in pedagogy.

Correct answers include answers that are clearly understood in terms of theoretical materials, the question is explained in detail, its natural-scientific foundations are revealed, and the definition is correct. Incomplete and imprecise answers include subtle errors caused by a lack of understanding or lack of knowledge in the coverage of the theoretical material, and incorrect answers include not knowing or understanding the main part of the question. answers given as a result of absence were included. For example, "What is the difference between innovation and pedagogical innovation?" we present answers to the question in three different categories.

The correct answer is: "Innovation is change within a system. Pedagogical innovation means innovations introduced into the pedagogical system to improve the course and results of the educational process. Pedagogical innovation is an idea that is new for a specific person in a certain situation, due to the re-emergence of previously existing actions as a result of repeated setting of goals. Incomplete and imprecise answers: "Innovation is the concept of renewing pedagogical activity, which ensures bringing pedagogical activity to the required level, and innovations are adapted,

extended and reformulated ideas and actions, which are carried out in a certain environment. and will become more relevant over time."

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