



PEDAGOGICAL BASIS OF PREPARING FUTURE TEACHERS FOR INNOVATIVE ACTIVITY

Qubonzoda Sevara Rakhmatali qizi

Fergana State University

I stage master

Article history:	Abstract:
Received: 13 th January 2022 Accepted: 13 th February 2022 Published: 30 th March 2022	This article discusses the specific pedagogical and psychological features of the process of preparing future teachers for innovative professional activities, and focuses on the great interest of teachers in scientific work in the field of theory and practice of pedagogical innovation.
Keywords: Future teacher, innovative professional activity, pedagogical practice, competence, creative approach, pedagogical situations, best practices, distance, information and communication, educational activity, innovation, integration, innovation theory, complex development	

In connection with the modernization of the content of education in the Republic of Uzbekistan, the work on preparing students for innovative activities in higher education institutions has intensified. The Resolution "On Measures to Further Expand the Participation of Sectors and Sectors of the Economy in Improving the Quality of Higher Education" adopted in 2017 the need for the introduction and effective use of educational technologies, including distance, information and communication technologies. Teachers of various departments (especially the departments of pedagogy and psychology) have shown great interest in scientific work in the field of theory and practice of pedagogical innovation. The problem we are studying has been taken into account in experiments that have created relatively positive shifts in higher education.

The educator is responsible for achieving the goals of the public education system, organizing various activities of students, raising them to be educated, polite, faithful, hardworking, well-rounded people. For this reason, the Ministry of Public Education of the Republic of Uzbekistan has approved a number of programs as a direct continuation of the reforms in the field of public education. This state curriculum of the public educational institution is a normative legal document developed in accordance with the State requirements of the Republic of Uzbekistan for the development of school-age children, in which the goals and objectives of the public educational institution, - The main ideas of educational activities are expressed, as well as the main competencies of the child in the transition to the next stage of education. This, in turn, requires that the pedagogical process in the public education system be organized on the basis of innovative pedagogical technologies. Enrichment of the content of lectures, practical and laboratory classes in the educational process on the basis of new approaches, as well as the organization of pedagogical practice, spiritual days and hours with the help of improved programs for the professional and spiritual training of future teachers and educators requires. To ensure the effectiveness of public education, the educator is required to have in-depth pedagogical psychological training, a clear knowledge of the specifics of each student, and to strictly adhere to the following requirements in the development of an individual plan:

- be able to predict emerging pedagogical problems; to do this, the future educator must be able to anticipate and solve problems that arise in the pedagogical process;
- learn how to solve problems;
- be able to choose and apply the most appropriate ways to solve problems;
- have the skills to pedagogically influence and support students;
- be able to approach each student individually;
- be able to organize public events with students;
- to teach students to read and love books.

The professional skills of future educators will help to effectively prepare children for school. The results of pedagogical, psychological, organizational and methodological study of the activities of teachers and educators play an important role in improving the effectiveness of educational activities of students, personal qualities of the teacher and his professional training. Accordingly, the professionalism, knowledge and creativity of the educator are the main factors in the formation of conscious activity and independence in students. During the internship, the work of the future educator in the school will play an important role in developing their professional skills.

During the pedagogical practice future teachers-educators have a tendency to their profession, creative approach to pedagogical activity, application of modern knowledge in practical practice, acquisition of leadership skills, pedagogical and psychological study of the student's personality, skills such as analysis, mastering the methods of

organizing cultural events will be activated and strengthened. All this prepares students for educational activities. At the same time, future educators need to learn a number of rules that apply to their careers. They are:

- formation of conscious discipline in students;
- treat children fairly;
- support and assist active students in the group;
- Encourage students to work independently;
- Systematic work with students on assignments and their activation in the process; Systematic organization of educational activities among students of the group. In addition, future teachers will be able to engage in dialogue, practical and laboratory work in preparation for innovative professional activities, work on new scientific information, gain independent knowledge, work on resources and analyze their experiences. plays an important role. Leading classroom activities at school has its own characteristics.

In addition to providing children with basic environmental, nature, speech, and arithmetic skills, educators also inculcate our national traditions that serve their integrated development. From an early age, they strive to instill in children such qualities as honesty, tolerance, solidarity, and mutual assistance. The quality of public education guarantees the quality of children's knowledge in the later stages of education. To this end, the development of uniform requirements for the modernization of public educational institutions, these requirements imply the creation of quality education and basic skills. The principle of individualization of public education has a number of requirements. As society develops, the individual's activities become more individualized and his or her position changes. As a country and a society develop, everyone will be valued and have a place. Students should gain experience in dealing with today's events and the acceleration of the flow of information. It is important for them to have the skills to sort information and to react objectively to events. Prospective educators need to be able to critically evaluate the behavior of others, based on an analysis of everyday socio-political realities. All this serves as a basis for the formation of spiritual qualities in students. In addition to instilling positive qualities in children, public educators need to have the experience to prevent and eliminate negative behavioral traits. Newcomers to public education are more likely to be shy, irritable, and unable to adapt to group life. Eliminating such situations, adapting children to community life, bringing them into communication situations, and ensuring their peace of mind are among the important tasks of educators.

One of the most important tasks of educators is to help children overcome their negative traits, to teach them honesty and truthfulness, to strengthen their will. In doing so, educators should use the method of collective influence. Educators need to familiarize children with the realities around them and prepare them to participate in the process. Only when children are given clear, moderately complex tasks do they show initiative, curiosity, and a desire to be active. As a result, the child develops a sense of responsibility and tries to justify the trust expressed by the educator. Being able to do the tasks assigned to them helps children to regulate their behavior.

LIST OF USED LITERATURE:

1. Interactive methods: essence and application / Met. hand. D.Ruzieva, M.Usmonbaeva, Z.Kholiqova. - T.: TDPU named after Nizami, 2013
2. Musurmonov, R., & Musurmonova, M. (2020). Innovative activity in education is a requirement of the time. *Science and Education*, 1 (Special Issue 4)
3. Pedagogical skills. mavlonova r., abdurahimova d. T.: Science and technology. 2012
4. Valijonovna, K. I., & Askaraliyevna, U. M. (2021). Use of Modern Information Technologies in Literacy Classes. *International Journal of Culture and Modernity*, 11, 268-273.
5. Zokirova, S. M. (2021). FORMATION OF CREATIVE LITERACY IN MODERN YOUTH AND THE VALUE OF MNEMONIC TECHNOLOGY. *Theoretical & Applied Science*, (4), 240-243.
6. 14. Zokirova, S. M., & Axmedova, D. O. (2021). WORKING WITH BORROWINGS GIVEN IN DICTIONARIES OF PRIMARY SCHOOL TEXTBOOKS. *Theoretical & Applied Science*, (3), 275-278.
7. Zokirova, S.M., & Topvoldiyeva, Z.R. (2020). ABOUT BORROWINGS IN THE UZBEK LEXICON. *Theoretical & Applied Science*, (4), 701-705.
8. Baxtixon, K. (2017). STUDY OF LEXEMAS THAT EXPRESS THE MEANING OF SPACE AS A LINGUISTIC FIELD. *Aktualnye nauchnye issledovaniya v sovremennom mire*, (4-2), 53-58.
9. Zokirova, S. M. (2019). Contrast analysis of syntactic sloynyx ustanovok. *Bulletin of Namangan State University*: Vol, 1 (8), 48.
10. Kholdarova, I. V. (2021). THE FOLKS DISCOVERIES AND GENERATIVE LEXEMES. *Theoretical & Applied Science*, (3), 267-270.