

## **Preparing Future Teachers for Innovative Activity is an Important Pedagogical Need**

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### **ABSTRACT**

*This article explains the essence of the concepts of "Innovation", "Innovative education", "Innovative activity", "Innovative processes" and it is justified that the preparation of future teachers for innovative activity is an important pedagogical necessity.*

Creative models of the pedagogical process aimed at forming the innovative competence of future teachers are being applied to the educational process in the world. Special attention is paid to improving the mechanisms of formation of innovative competence in them through the wide use of socio-pedagogical mechanisms of preparation for innovative activities. In particular, the development of the self-pedagogical system for the content of the flexibility, mobility, axiological attitude of future teachers to pedagogical innovations, the development of creativity of students by creating an innovative educational environment in higher educational institutions of pedagogy, the personality and innovative ability of future teachers improvement of the didactic mechanism of continuous development based on competence and acmeological approaches is gaining urgent importance.

In higher education, there is a need to develop the innovative competence of future teachers, update their pedagogical activities, direct them to innovative activities, and prepare them to introduce innovations and innovations into the educational process.

The formation of innovative competence of future teachers, in turn, requires the pedagogue to effectively implement innovative activities.

The problem of "Innovation", "Innovative education", "Innovative activity", "Innovative processes" has been widely studied in countries such as the USA, England, Germany, the Czech Republic, and France. Among the pedagogic scientists who conducted research on this problem among the CIS countries are K. Angelovsky, L. M. Fridman, A. A. Verbitsky, V. V. Guzeev, M. V. Klarin, V. K. Dyachenko, V. A. Slastenin, G. K. Selevko, A. G. Karmaev, M. Podimova, N. R. Yusupova, V. I. Slobadchikov. research works can be accessed.

Uzbek scientists N.Azizkho'jayeva, B.Ziyomammedov, J.G'.Yoldoshev, U.Nishonaliev, N.Sayidahmedov, B.A.Farberman conducted scientific research on the nature of innovations in the educational system and their inclusion in the educational process. are going.

The problem of retraining and improving the skills of teaching staff K. Zaripov, J.G. Yoldoshev, Sh. Mardonov, Sh. Saidkulov, B. Nuriddinov, A. Aminov, Z. Artiqboyeva, M. Dehkonova, K. Obidov, D. Sayfurov was expressed in the scientific researches of scientists like.

Concepts such as innovation in pedagogy, innovative activity, innovative education, management of innovative processes in education appeared in the 60s of the 20th century, when the concept of "educational technology" was first recognized in the USA and Western European countries. At that time, the center and institute of pedagogical innovations was established in Europe.

The analysis of the sources providing information on the creation of the theory of innovative education shows that these concepts are technologicalization of the educational system, increasing the effectiveness of education, ensuring the socialization of the individual, child-friendly in the educational process. It was created as a result of an attempt to form a relationship. As a result of the conducted scientific research, a new scientific direction was formed: pedagogical activity is a combination of creative process and pedagogical innovations. This made it possible to analyze the formation process of the teacher's innovative pedagogical activity.

Scientists such as F.N. Gonobolin, S.M. Godkina, V.A. Kan-Kalik, N.V. Kuzmina, N.D. Nikandrov, V.A. Slastenin, L.M. Fridman, A.I. Sherbakov have highlighted the general and special aspects of the teacher's innovative activity in their scientific research works.

I. Schumpeter and N. Kondratev are considered the first theorists of the concept of "Innovation", while K. Angelovsky, V. A. Slastenin and V. I. Slobadchikov tried to prove that innovative activity is a special form of pedagogical activity. For example, V.I. Slobadchikov writes: "First of all, innovative activity cannot be compared to activity in the field of scientific creativity, because such an analogy dilutes the meaning of the term "Innovative activity". Because any scientific and technical activity is innovative by its nature. That is why it is necessary to consider innovative activities in a certain field of social practice. This practice can be considered an innovative activity from the point of view of a concrete subject and the activity that leads to serious changes in relation to the existing tradition.

Innovative activity is an activity aimed at solving problems that arise as a result of the incompatibility of traditional norms with new social requirements, or the conflict of the newly formed norm of practice with the existing norm. Innovative activity is an important part of practice and theory, and it is a system of action of social subjects aimed at improving the qualities of a socio-cultural object.

The dynamics of innovative processes in society led to the problem of preparing teachers for innovative activities. Its analysis includes not only the use of modern advances in science and technology, but also processes such as the search for innovations, creation, adaptation, implementation and re-examination of the obtained results.

Preparation for innovative activities is a qualitative reconstruction of the professional and methodical skills of the pedagogue. At the end of the 70s of the last century, A.M.Arseneva, K.N.Volkov, and M.N.Skatkin explained that the level of preparation of the teacher for the use of innovations plays an important role in solving the problem of achieving success in the science and practice of pedagogy and ensuring the effectiveness of education. This made it possible to determine the place of innovative activity in the system of pedagogical activity and to analyze this activity.

The innovation process is related to the creation, implementation and popularization of innovations. innovations according to their innovative potential; modification innovations related to modernization, improvement of activity, change in form, development; combined innovation, which involves combining elements of previously known methods into a new system; radical innovations that do not have similarity and commonality are defined as the basis of the effectiveness of pedagogical processes.

The analysis of the literature on the researched problem gave an opportunity to express the components of the innovative pedagogical process and their characteristics in the form of a table.

**Table 1. Innovation process structure**

<b>№</b>	<b>Components</b>	<b>Characteristics of components</b>
1	Activity	Motive - purpose - task - content - form - methods - results.
2	Subjects	Leader, teacher, scientist, student, parents.
3	Scale	International, Republic, region, city, school, class.
4	Content	Emergence of innovation in the organization and management of the educational process, its development and mastery.
5	Life cycle	Emergence of innovation - rapid growth - maturity - assimilation - diffusion - enrichment - backwardness - crisis – modernization.
6	The genesis of innovation	Emergence of an idea, development of an idea, design, preparation, application.
7	Management	Planning, organization, leadership, control.
8	Organizational part	Diagnosis, planning, organization, practice, generalization, implementation.
9	Evaluation of innovation	Type of innovation, optimality, high efficiency, possibility of creative application of innovation in mass experience, advancement, efficiency of activity

As can be seen from the table, the main function of innovation is to ensure the final effect of innovations applied to the process, in our example, to the process of forming the innovative competence of future teachers as a result of the complex operation of interrelated components.

Innovative activity is a force that moves, initiates and develops the pedagogical team. "Innovative activity is an activity aimed at solving complex problems arising as a result of the incompatibility of traditional norms with new social requirements, or the conflict of the newly formed norm of practice with the existing norm," V.I. Slobadchikov[4].

According to M. Jumaniyozova, addressing the problem of preparing teachers for innovative activities arose as a result of the growth of the dynamics of innovative processes in society. Its analysis includes not only the use of modern achievements of science and technology, but also the processes of searching for innovations, creating, adapting, implementing and rechecking the obtained results [1, 22].

V. A. Slastenin, one of the scientists who studied the structure of innovative activity, shows that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for the introduction of innovation, new thinking, culture of behavior. The levels of innovative activity can be: reproductive, heuristic, creative" [3, 12-15].

According to R.Djurayev and Kh.Ibragimov, "Innovative activity comes from the teacher's dissatisfaction with his work. It arises on the basis of the teacher's desire to solve this or that pedagogic task when faced with some obstacle" [2, 5].

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.

In short, the introduction of innovative technologies in the educational process will not replace the teacher with modern information technologies, but will change his duties and roles, and will lead to the complication of teaching activities.

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