

THE SIGNIFICANCE OF USING INNOVATIONS IN THE TRAINING OF FUTURE PEDAGOGUES

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Abstract:

In this article, the innovative professional of future teacher about the unique pedagogical and psychological features of the process of preparation for activity in the field of theory and practice of pedagogical innovation in teacher attention is paid to arousing great interest in scientific work.

Keywords: Pedagogue-future teacher, innovative professional activity, pedagogy practice, competence, creative approach, pedagogical situations.

Introduction

It is known that in recent years in our country, the field of development of the education system, improvement of personnel qualifications and their retraining has been radically reformed. Special attention is being paid to freeing it from the ideological views and prejudices of the past, to the creation of a system of training mature specialists at the level of developed democratic countries, meeting high moral and ethical requirements.

It is important that innovation, the introduction of advanced pedagogical technologies, and the creation of the necessary legal mechanisms in this regard are considered as a priority direction.

When creating the concept of preparing a teacher for innovative activities, systematic, reflexive-active, individual-creative approaches that ensure the design and implementation of the entire process of teacher personality formation are used as a basis. For example, in terms of a systematic approach, all links of pedagogical education should maximally stimulate the emergence of all components of innovative activity in their entirety¹

Such is the practical-oriented process of teaching in the period of modernization it becomes relevant to organize in such a way that the result of education is in the students stability of teaching, thinking, imagination, creative abilities, knowledge interest should be manifested in the formation of its own internal motivation. Vital a system of important, practically necessary knowledge, skills and practical experiences it is necessary to form, and it is easy for future graduates to adapt to life and allows him to be active and creative. Practically

¹ <http://www.hozir.org/mavzu-kirish-yuksak-manaviyatli-shaxsni-shakllantirishning-naz.html?page=51>

oriented the essence of teaching, the direction of the educational process, content components - of general and professional competencies, new knowledge, skill acquisition and vital important tasks and the practicality of their use in solving problems it will be based on the integrity of the formation of experiences. Basic education and professional-practical training based on practical education rational harmonization lies.

In the conditions of the innovative development of international education the issue of practical readiness of future teachers to the pedagogical activity in a postmodern society became aggravated. The essence of the problem is that the theoretical study of the new scientific approaches, concepts, technologies do not provide a fully effective formation of experience of practical actions, necessary for future teachers to implement the acquired scientific and pedagogical knowledge, skills and abilities, both in everyday and innovative activities. The same issues are relevant for the training of future teachers of technology for innovative pedagogical activities. This, in particular, is mentioned in the works of the following scientists²

The authors believe that the innovative pedagogical activity is a complex formation, a set of types of work, different in goals and nature, that correspond to the main stages of development of the innovation processes and are aimed at creating and making changes to the teacher's system of work. It is to develop, disseminate, or apply educational innovations; has a complex, multifaceted nature; combines scientific, technological and organizational activities.

The requirements of the postmodern society necessitate the modernization of the system of education, which involves changing and improving its components: structure, content, technology, tools, methods of assessing knowledge, etc. The main task of the higher pedagogical education is to train the teachers who have developed personal and professional qualities, able to carry out innovative pedagogical activities. Solving this problem requires purposeful formation of innovative competence of future teachers of technology in the system of higher pedagogical education, contributing to their professional and personal development, formation of innovative potential and innovative culture. The main advantages of the offered model of teacher training for innovation are accessibility, flexibility, variability, structure, dynamism and rapid updating of information, personalization of education. The disadvantages of using hybrid courses are the lack of motivation, focus and self-organization of both students and teachers, insufficient level of development of new diagnostic technologies.

Pedagogical innovation is innovation in pedagogical activity, teaching and training changes in the content and technology, to increase their efficiency focused. Innovation is understood as the result of innovation and innovative the process is seen as the development of three main stages:

- idea generation (in a certain case, scientific research),

² L. SHEVCHENKO. The Training of Future Teachers for Innovative Teaching Activities. 21, Volume 12, Issue 1, pages: 21-37 | <https://doi.org/10.18662/po/12.1/243>

- development of ideas in practical aspects,
- putting innovations into practice.

In the analysis of educational technologies, it is necessary to emphasize the use of modern electronic tools (ICT). Traditional education involves overloading academic subjects with excessive information. Management of the educational process with innovative education is organized in such a way that the teacher plays the role of tutor (coach). In addition to the classic option, the student can choose distance learning, saving time and money. The attitude of students towards learning options is changing, they are increasingly choosing non-traditional types of education. The priority task of innovative education is the development of analytical thinking, self-development, self-improvement. In order to evaluate the efficiency of innovation at the highest level, the following blocks are taken into account: educational-methodical, organizational-technical. Specialists are involved in the work - specialists who can evaluate innovative programs.

To prepare future pedagogues-educators professionally and spiritually content of lectures, practical and laboratory exercises during the educational process enrichment based on new approaches, as well as pedagogical practice, spirituality requires the organization of days and hours with the help of advanced programs. A pedagogue-educator is deeply pedagogic in ensuring the effectiveness of public education psychological preparation, specific aspects of each student to have information and strictly comply with the following requirements when creating a personal plan is required to:

- able to predict emerging pedagogical problems; for this problems that arise in the pedagogical process of the future pedagogue-educator must have the ability to anticipate and eliminate it;
- master the methods of solving the problems that arise;
- choose the most convenient ways to eliminate the problems that have arisen and can apply;
- the ability to exert pedagogical influence on students and support them to have;
- individual approach to each student;
- acquiring the ability to organize public events with students;
- encouraging students to read and love books³

In summary to the above, innovations in any innovation process it is easy to see structures such as creation and innovation; a whole consisting of interrelated micro-innovation processes a complex innovative process underlying the development of the school.

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