

INNOVATIVE CULTURE OF FUTURE TEACHERS

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ANNOTATION

In this article, innovative technologies introduced innovations and changes to the pedagogical process and the activities of teachers and students. Today's task of education is about teachers' effective use of new innovative information technologies during the lesson and the delivery of information to students in a clear and understandable way.

Keywords: Innovative, methodical, pedagogy, creative, psychopedagogical

INTRODUCTION

The issue of teacher's innovative activity is one of the most important and urgent issues of pedagogy. It consists of a set of content, technologies, and approaches that are considered innovative in modern educational conditions, and the teacher intends to prove (justify), describe (imagine) his innovative activity, as well as guarantee the final results. Although innovation is not only the recording of evidence, but a whole system consisting of the content of the problem to be solved through innovation in the work of the pedagogue, the goal, the recording of the implementation period, and the diagnostics of the results. Innovations in the educational system can be conditionally divided into the following according to their application:

- general (global concepts of modern education: optimization of the educational process, humanitarianism and practical technologies, organization and management of pedagogical processes, information technologies);
- separate (author's innovations created in the conditions of the modern educational paradigm and used directly in the educational system). The most common and most notable innovations in the field of education and training are:
- the transition to an active paradigm of education is reflected by the implementation of a competent approach to education, because an approach based on traditional knowledge, learning within the framework of a certain level of development of science and technology, a rapidly developing society requirements does not respond (educational content);
- organization of the educational process by using new educational technologies, which are the main factor of innovative development (methodologies, technologies, methods, educational tools);
- orientations of general education to professions and specialties that continue throughout human life, meeting the requirements of the global education system, such as openness, individuality, flexibility (organization of educational forms);
- Methodical-oriented the basis of innovative processes is the use of one or another educational technology or methodology, for example:
- use of modern information technology;

- application of the principle of integration in the content of education;
- developmental education;
- problem education;
- programmed education;
- modular education.

In the framework of methodologically-oriented pedagogical technologies, the professional practical activity, preparation, competence and pedagogical skills of the pedagogue are reflected in the following approaches to the organization of modern education:

- approach focused on student personality. strategies of cooperation, assistance, understanding, mutual respect and mutual support are used in the selection of methods and tools for personal development of students;
- the activity-based approach is based on a practical approach to the implementation of state educational standards. the ability to organize students' activities in acquiring knowledge, that is, knowledge is acquired through practical application;
- a professionally oriented (competent) approach to education is manifested in students based on professional competence and professional orientation;
- acmeological approach in the organization of innovative education, a content-oriented approach by creating new and improved methods and tools of education to develop creative thinking, self-development, independent learning and self-control in students is closely related to;
- creative development approach develops students' productive thinking, creative approach to activity, creative personal abilities and scientific and creative skills and abilities; Problem-oriented innovation processes, as the name suggests, are aimed at solving specific problems are focused tasks and aims to create a competitive specialist. students should know the following:
 - to be able to determine their personal and social status;
 - feeling of personal responsibility, freedom and flexibility in making independent decisions;
 - to be able to maximize one's abilities and opportunities in a given situation. the actual problem of modern education is "social competitiveness". this concept includes professional maturity, the ability to improve skills, the level of education of a person, the ability to accept innovations, the ability to change the conditions of professional activity without difficulties and the ability to switch to a more useful type of work, social embodies his position and social mobility determined by the level of education. that is, the formation of a competitive specialist in modern conditions is carried out only by involving in the educational process problem-oriented and methodologically oriented innovations that meet the requirements of general innovation processes and are based on programs and concepts.

Current socio-economic changes require an innovative approach to the educational process. The problems of teaching attract the attention of not only pedagogues and sociologists, but also philosophers and psychologists. The concept of "innovatsiva" in its main content is not the introduction of news and their distribution, but also includes changes in the educational activity and ways of thinking related to this activity. innovative education educates the student to be a creative, business person who can accept the changes in the society. The main essence of innovative education is as follows: an open perspective of learning, the ability to evaluate values, the ability to enter new situations.

general methodological principles of preparing the teacher for innovative activities at the 1st stage of professional training. Humanitarianism - innovations, purposefulness, competence, reflexivity, didactic foundations. 1Dependence of requirements for changes. Self-awareness and self-awareness.

2. Object and subject in the pedagogical process.

3. Introducing news. self-control and self-correction when dealing with situations.

4level of interdependence of creativity and personal motivation, which are components of pedagogical activity, tasks.

The formation of the creative direction of pedagogical activity. Development of interest in teaching profession. the increase of wide-scale interest in the openness of pedagogical communication, the development of a positive "I" concept. Development of the ability to solve and analyze creative pedagogical tasks. Development of general technology of creative research. content is general psychopedagogical knowledge. On creative technology. Knowledge and skills. Independent application of previously learned knowledge and skills, introduction of problems in familiar situations. Seeing the new features of the object. personal growth training of knowledge and skills, ability to see alternative solutions, combination of new methods and previously mastered methods of activity, ability to analyze oneself and one's own abilities. Active learning methodology, problem research technologies. the level of familiarity with the news in the situation, the desire to learn pedagogical news, satisfaction with the pedagogical activity are the elements of research in solving pedagogical situations. Understanding the need for self-development.

In the 2nd stage of professional training, the teacher's ability to engage in innovative activities is a task. Psychopedagogical knowledge and skills. Knowledge and skills based on innovative pedagogy. its social and scientific factors, basic concepts, alternative approaches to school organization, knowledge and skills in the methodology of pedagogical research.

Content of knowledge and skills in pedagogical communication: development of variety of pedagogical activity, enrichment of spirituality. formation of needs for mastering pedagogical innovations, formation of pedagogical reflection.

Organization of informatization of innovation in new type of schools. Technologies: Education based on problem-based inquiry. Communication and self-awareness training. to get acquainted with the developing technologies of education and to study them. Personalized educational technologies. Implementation of authorship concepts. Selection of educational methods. Training, composition, etc.

trainings on pedagogical techniques and technologies. The level of organization of independent work, heuristic: Clear reaction to pedagogical innovations. Mastering the main structural elements of pedagogical research, forming reflexive and empathy. a decrease in news denial rates. Openness of pedagogical innovations. Education is related to the innovative training of the teacher, multi-level education is effective only if it is focused on the individual in HEIs. Unfortunately, at the moment, training programs only show the extent of knowledge, skills and abilities, and consist of a specific information system that must be mastered regardless of the individual characteristics of specific investigators. in most of them, little attention is paid to the development of personal qualities that form the basis of innovative activity. that's why mastery

takes many years (after graduation) and in most cases it is achieved with great difficulties and hard work.

In short, the earlier a learning environment is created that serves to differentiate the abilities of students and reveals their individual characteristics, the faster and easier the process of introducing innovations will be. The organization of personalized education provides an opportunity to develop educational programs. The requirements for basic training at different stages of higher education institution are described in different ways. reacts to the evaluation of the educational program according to its impact on personality development personal qualities of the innovative teacher-innovator in psychological and pedagogical sciences: initiative, independence, reflexivity, improvement of the result, adequate assessment of one's possibilities, critical analysis are formed.

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