PREPARING A FUTURE TEACHER OF TECHNOLOGY FOR INNOVATIVE TEACHING ACTIVITIES

Zinatdin Djumagulov
Assistant Lecturer of the Department of "Labor Education"
Nukus State Pedagogical Institute
Nukus, Karakalpakstan, **UZBEKISTAN**

ABSTRACT

The article describes the conditions for the formation of the readiness of the future teacher of technology for a creative educational environment, which is achieved by improving the pedagogical conditions and content of training, as well as the inclusion of innovative technologies in the lesson.

Keywords: Education, condition, educational environment, innovative technologies, future teachers of technology, teacher, creative process.

INTRIDUCTION, LITERATURE REVIEW AND DISCUSSION

Under the innovation in education refers to the process of improving pedagogical technologies, a set of methods, techniques and means of education. Currently, innovative educational activities are one of the essential components of the educational activities of any educational institution. And it is no coincidence. It is innovative activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the direction of professional growth of a teacher, his creative search, actually contributes to the personal growth of students. Therefore, innovation activity is inextricably linked with the scientific and methodological activities of teachers and teaching and research students.

The large-scale reforms carried out in our country create great opportunities for active communication of young people with foreign peers in the field of science, their manifestation of their potential on a global scale. It was noted that all of this pursues a single goal - Uzbekistan should be competitive on a global scale in terms of science, intellectual potential, the training of modern personnel, high technologies. All this made it necessary to improve the pedagogical skills of future teachers based on the requirements of globalization processes. The Strategy for the further development of the Republic of Uzbekistan in five priority areas in 2017-2021 as one of the priorities for the integrated development of the higher education system defines the task of continuously improving the quality of professional skills and the level of teaching staff [1].

The postulates on innovations were formulated by A. Smith, D. Riccardo, Mac-Kuloch, D. Mille and others. Modern scientists V. Bespalko, M. Clarin, N. Kuzmina, V. Monahov, V. Slastenin, L. Podymova and others made a huge contribution to the development of the problem of innovative educational technologies.

An analysis of the literature has shown that the following types of it are used as the main models of innovative education, grouped by areas: creation of information resources providing international integration; international exchange of teachers, graduate students, undergraduates and students; conducting joint research; the creation of international centers

for interuniversity integration; implementation of international social projects; organization of joint charity events; cooperation in the cultural sphere [2, p.4-11].

The pedagogical system, designed by N. V. Kuzmina, includes interrelated structural elements subordinate to the goals of training and education. As the structural elements of the system, it indicates the following: pedagogical goal, educational and scientific information; means of pedagogical communication; students and teacher. If we compare the above systems, it is clear that they differ little from each other both in structure and content [3, p.45].

In the fundamental work of V.P. Bespalko "The components of pedagogical technology" pedagogical system is defined as "a set of interrelated means, methods and processes necessary to create an organized, purposeful and deliberate pedagogical influence on the formation of personality with given qualities" [4, p.6]. According to the author, the structure of any pedagogical system is represented by the following interconnected set of invariant elements: 1- students; 2 - the purpose of training and education; 3 - the content of training and education; 4 - the processes of training and education; 5 - teachers; 6 - organizational forms.

Solving the problem of the quality of professional training of future teachers of technology, in accordance with modern requirements aimed at implementing the provisions of the Bologna Declaration, needs to be introduced and used in the educational process of innovative learning technologies as the newest model of the educational process.

Innovative educational technology in accordance with the recommendations of the European Higher Education Area:

- contributes to quality improvement and provides a real approximation of the content of training specialists to the European level;
- fully meets the basic ECTS position;
- takes into account all existing requirements of the national education system;
- easily adapts to existing established methods of planning the educational process.

Intensification of learning contributes to the achievement of the goal of teaching the future teacher of technology with the minimum expenditure of power of the subjects of instruction, using traditional and non-traditional teaching methods in teaching activities [5, p.87].

The tasks assigned to the teacher of technology require the reorientation and improvement of individual parts of the educational process to improve it. When teaching students, it is necessary to make the transition from informational and explanatory education to active and developing one. This is primarily:

- exclusion of methods of coercion to the doctrine and the use of such methods that involve students in their work, causing a feeling of success, progress, development;
- the formation of personal responsibility of students for work, faith in the possibility of overcoming difficulties;
- the idea of support, allowing to give the weakest student advance in the teaching of the idea of advancing, accelerating the development of the strongest, most capable students;
- The use of material processing technology that helps to assimilate the main essential concepts, relationships, significantly increase the amount of material being mastered with a sharp decrease in the burden on the student;
- compliance of the form of activity with its content;

- the use of such forms of control and assessment of knowledge that are focused on learning without coercion (test tasks, cards, tasks, protection of creative projects);
- self-analysis, collective creative self-government.

A creative person who understands the need for change in the system of professional activity, seeks to create new as a radical innovation on the basis of modernization, rationalization or modification. The teacher in this case takes the position of "creator". In reality, this desire of the teacher-creator is faced with opposition and resistance.

In order for the process of creating creative maturity of a teacher to continue, it is necessary:

1) building long-term targeted innovative development programs;
2) target setting not only on material, but also on spiritual priority;
3) the presence of like-minded people who are able to constantly continue and improve the idea or radical innovation;
4) integration of the process of creation and implementation; in the professional practice of innovations;
5) the creation of a system of incentives and social protection of the “creator” and his team.

Thus, the innovation process is implemented subject to the presence of three structural components: the idea, the process of its development and obtaining a new result. However, in teaching practice, the teacher does not always have the opportunity to create new things on the basis of these three components. The specificity lies precisely in the fact that the problem is solved with one or two unknowns, which constitute the innovation. This happens often in the course of introducing new elements into the existing norm and tradition. At the same time, the innovation process provides adaptation, prediction and search periods in order to master the specifics and create conditions for optimal verification of the new idea.

To organize a modern lesson it is necessary to remember that, first, life goes forward, the situation changes; secondly, the attitude towards the student is changing, a lot of attention is paid to the psychological aspects of the doctrine, forms of studies; thirdly, the material base of universities is developing; Fourth, computers and the Internet have discovered new opportunities.

At the present stage of development of higher education, the problem of training future technology teachers who are proficient in computer technology is acquiring particular importance due to the high rates of development and improvement of science and technology, the need of society for people able to quickly navigate in an environment capable of thinking independently and free from stereotypes. The use of these technologies in the training of labor education is also explained by the need to solve the problem of finding ways and means of enhancing the cognitive interest of students, developing their creative abilities, and stimulating mental activity. A feature of the educational process with the use of computer tools is that the student becomes the center of activity, who, proceeding from his individual abilities and interests, builds up the process of knowledge. A “subject-subjective” relationship develops between the teacher and the student. The teacher often acts as an assistant, consultant, encouraging original finds, stimulating activity, initiative and independence.

In modern higher education, there are many techniques, methods and techniques that awaken the creative activity of students. Among them, undoubtedly, a worthy place is occupied by such technologies as:

Problem learning is the creation of problem situations in an educational activity and the organization of active independent activity of students to solve them, as a result of which creative mastery of knowledge and skills occurs, and mental abilities develop.

The development of the theory of problem-based learning involved such scientists as M.I. Makhmutov, I.Ya.Lerner, M.N. Skatkin and others.

Multilevel training - the teacher has the opportunity to help the weak, to pay attention to the strong, the desire of strong students is realized faster and deeper to advance in education. Strong students are affirmed in their abilities, weak ones have the opportunity to experience academic success, and the level of study motivation increases.

Project-based teaching methods - this work on this technology makes it possible to develop students' individual creative abilities, to approach their professional and social self-determination more consciously.

The theory of projects originated in the second half of the nineteenth century in the United States. It is based on pragmatic ideas of the American philosopher and teacher D. Dewey (1859-1952). D. Dewey, the successor of the school, the American educator U.H. Kilpatrick developed the foundations of the theory of the method of projects [6, p.14].

Research methods in training - this gives students the opportunity to independently replenish their knowledge, to deeply delve into the problem being studied and to suggest ways to solve it, which is important when shaping a world view. This is important for determining the individual development trajectory of each student.

Lecture, seminar and test system - this system is used mainly in the university. It makes it possible to concentrate the material into blocks and present it as a single whole, and to carry out control over the preliminary preparation of students.

The technology of using gaming methods in teaching: role-playing, business and other types of educational games - this gives you the opportunity to expand your horizons, develop cognitive activity, form communicative skills and skills necessary in practical activities, develop general educational skills and skills.

The subject of special research was the game of man for the first time in the works of K. Gross (1899). He sees the essence of the game in that it serves as a preparation for serious further work; in the game, the person, practicing, improves his abilities. The main advantages of this theory is that it connects the game with development and searches for the meaning of its role that it plays in development.

Training in cooperation (team, group work) - this is interpreted as the idea of joint development activities of students. The essence of the individual approach is not to go from the academic subject, but from the student to the subject, to go from the possibilities that the student has, to apply psychological and pedagogical diagnostics of the personality.In conclusion, we can say that the training of future technology teachers for the innovative

education system also implies the formation of a system of professional psychological knowledge necessary for active participation in the innovative development of Uzbekistan; the development of the research potential of the teacher-designer, the ability to plan and conduct research, diagnostic and remedial work based on the requirements of modern methodology and the specifics of the tasks of innovation activity; the development of recommendations for the correction of the socio-psychological climate in the team of teachers; organization of interaction both between teachers and students to improve the effectiveness of training and personal growth of students in the system of innovative education; organization of educational activities on innovative issues in education (lectures, demonstration experiments, group discussions, popular science films, etc.).

Modernization of teacher training also involves holding consultations for university teachers on the development of an innovative project, the dynamics and problems of implementing innovative programs.

The program ends with the preparation and defense of the project, which is a theoretical elaboration and practical implementation of a specific innovative educational project.

In order to create preferential conditions for training and its targeted orientation, it is planned to attract the capabilities of innovative institutions to provide various forms of support for this program of forming a targeted order for training specialists.

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