

DIDACTIC BASICS OF PREPARING FUTURE TEACHERS FOR INNOVATIVE ACTIVITIES IN AN INFORMED EDUCATIONAL ENVIRONMENT

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ABSTRACT

This article deals with the scientific and methodological justification of the founding stage in the organizational-structural model of preparing future vocational education teachers for innovative activities. This article can be used by anyone dealing with educational modeling problems.

Keywords: Innovation activities, future teachers, basic stage, information environment, education, functional component, higher education, heuristic education, an informed educational environment, innovative component, educational process, organization.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is well-known that the informational learning environment (ILE) can include the intellectual, innovative, informational, and so on, including the preparation of future teachers for professional work. By focusing on the challenge of preparing future teachers for innovative activities, it will be possible to prepare future teachers for innovative activities using effective educational technologies and information and communication technologies, thus preparing them for critical areas such as educational intellectualization and information.

For this reason, we aim at this article to provide a scientific and methodological justification for the first phase of preparing future teachers of vocational education (FVET) for innovative activities.

In our research in this area, we sought to explore ways to improve the readiness of the FVET for innovative activities in ILE, and as a result, we found them to be the following: [1-5]:

- Development of organizational and structural model of preparation of FVET for innovation activity in ILE;
- Formation of educational content in ILE on preparation of FVET for innovative activity;
- Development of methodology for teaching specialties in the preparation of FVET for innovation activities in the ILE;
- Improving the preparation of FVET for innovative activities at the ILE;
- Identifying and evaluating the readiness of the FVET for innovative activities at the ILE.

All of this was the fundamental basis for the development of the organizational-structural model of preparing the FVET for innovative activities, and we developed it in four stages. Based on the organizational and structural model developed in this part of our study, we sought to find an optimal solution to the problem of didactically substantiating the preparation of FVET in innovative activities at ILEs. To do this, we first set out the purpose of the ILE as a

groundbreaking step in preparing the FVET for innovation. We have characterized it as follows: Components of innovative activities and the formation of appropriate pedagogical tasks.

It is well known that in order to achieve this goal it is necessary to solve a number of tasks. The solution of these tasks was done in the following order:

1. Study the traditional education system from the point of view of preparing FVET for innovative activities at ILE.

In addressing this task, the curriculum in the preparation of the FVET for professional activity in the direction of 5330200 - Informatics and information technology was studied in the context of the problem with the content of education in the blocks of science.

In the system of higher education, in particular, the emphasis on preparing FVET for innovative activities should be focused on traditional lectures, seminars, workshops, and laboratory classes, as well as innovative changes that must be taken into account as quality changes in education can be achieved. and this is accomplished by the requirement to moderate educational content. To do this, we explored traditional learning content from the perspectives of learning (why teaching), learning content (what to teach), learning tools (how to teach), teaching methods (how to teach) and learning assessment (how to assess). The content of the subjects studied is also analyzed. The interconnection and continuity between them have also been studied. They were developed practical recommendations for use in the next phase of the organizational and structural model of preparing the FVET for innovative activity in the ILE.

2. Bring the FVET to the information collected about innovation activities.

In the course of this task, first of all, the scientific, scientific-methodological, methodological, scientific-popular sources of the problem under consideration were studied. On the basis of these, we have collected the latest developments in the field of science in accordance with the challenges facing them. The information we have collected is used to inform the information that can be used to prepare FVET for innovation. (information prepared for consumption is called information).

Advances in technology and technology have been used to develop the technology of ILEs and the technology of their implementation, called the "Interactive Dialogue".

A database was compiled from the latest achievements of science and technology. They have the following components: reference information; a set of dictatorial materials and creative information. They have been made available in the ILE for the purpose of teaching specialists in preparing FVET for innovative activities.

Of these, it provides undoubtedly positive pedagogical efficacy in the formulation of filled, enriched and improved learning content used in the educational and vocational education of FVET.

3. Creating an environment of creative information regarding the preparation of the FVET for professional activities.

In this task, the focus has been on the creative approach to heuristic education. These are very important for preparing FVET for its innovative activities at ILE. This is because the creative approach is the product of research and creative approach that promotes the rapid (purposeful) development of creative thinking in students. Christian education also promotes the activity of the learner by asking directive questions.

The creative information environment created by these requirements in ILE could provide them with problematic questions and tasks related to the subjects taught in the process of preparing the FVET for innovative activities, guidelines and instructions for creative study of the topic,

and recommendations for the learner (researcher) to use the materials in creative and professional activities.

4. Establishment of the Center for Innovative Ideas to prepare FVET for innovative activities in ILE.

To solve this task, first of all, a scientific idea will be formed, and it will be tasked with explaining the goals, objectives, directions and content of research. Therefore, it is also known as a form of scientific knowledge. Innovative ideas are created on the basis of the developed scientific idea. Theoretical and practical aspects of research are developed using creative thinking on preparing the FVET for innovative activities at ILE, and on this basis a didactic basis for the development of innovative methods and technologies is developed.

The Center for Innovative Ideas is also tasked with being the driving force behind the research. It will be embedded in an ILE "didactic portfolio" that can be used anywhere in the ILE business.

5. Identify the main components of the quality of education.

The following are the main tasks to be fulfilled:

- State educational documents (State standard of education, curricula, syllabuses, etc.);
- educational textbooks (textbooks, study guides, educational and methodical manuals, program-methodical manuals, methodical recommendations and instructions, e-learning literature, etc.);
- Material and technical base (laboratory and workshop equipment, software, computer rooms, hardware and software for the ILE interface, etc.);
- organizational training programs for the main ILE and regional ILE, as well as the tools of the INTERNET connection and the like.

6. Scientific and methodological substantiation of functional components of innovative activity. In doing this, we first need to answer the question of what the innovative component is.

“Innovative component - a set of methodological principles, applied didactic materials, visual aids and software, didactic tasks for independent lessons, computer skills in subject matter, test of the quality of knowledge in the innovative program didactic complex and proven by its effectiveness in practice, monitoring of the quality of the learning process”[5].

We will now look at the functional components of innovative activity based on this source. These are as follows:

- Increase the activity of trainees in the process of acquiring a specific subject in preparing the FVET for innovative activities. It focuses on a set of multifunctional software tools for the educational process, based on the latest methodology, as a result of didactic production of educational material with special software and multimedia information technologies:

- Providing students with alternative access to teaching materials in the learning process of preparing FVET for innovative activities. It focuses on comparing traditional teaching with innovative teaching and evaluating the results. As a result, the conclusion is formed, the technology of the educational process and the generalized recommendation are formed;

- Creation of electronic forms of training materials. The emphasis is on the use of specialized innovative approaches to the creation of traditional didactic developments;

- Directing the FVET to acquire new knowledge independently in their professional activities. At the same time, attention should be paid to the need for and flexibility in the use of information technology (computer simulators, professional computer games, information and communication technologies, an information learning environment, etc.) in their professional activities;

- The application of the principles of innovative development in preparing FVET for innovative activities. It focuses on the widespread use of scientific and technical potential (the latest achievements of science and technology and the creative information environment), the practical application of science-based solutions to problem-solving;

To prepare learners for the development of innovative and innovative approaches in improving the education based on the previous knowledge and skills in preparing the FVET for innovative activities. It focuses on achieving high performance by following a new quality indicator in education, with a particular emphasis on educating students on creativity as well as on developing modern approaches to education.

These functional components always provide an opportunity for learning to create a more environmentally friendly learning environment.

Consequently, we concluded that research at the ILE based on the baseline preparation of FVET for innovative activities can provide a solid didactic basis for optimizing the training of future teachers.

From this study, we can conclude that these results can improve the preparation of the FVET for innovative activities at ILE and that the future teacher who will be trained will be innovative. This is because it can provide the full range of options to develop an optimum option for preparing the FVET for innovative activities through planned scientific research.

The stated didactic basis of preparing the FVET for innovative activities at the ILE can be used freely to make important and perfect developments in the preparation of future professionals for innovative professional activities, which will help to optimize problem solving.

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