

INNOVATIVE CONTENT OF STUDENT PREPARATION IN HIGHER PEDAGOGICAL EDUCATION

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ANNOTATION:

The article describes the pedagogical and psychological problems of training future teachers for work in secondary schools. Manifestations of innovative activity of the future teacher are divided into groups (types) and their tasks and areas of knowledge are analyzed.

Keywords: Innovative words, time, space, pedagogical innovation, innovative forms of activity, teacher-innovator, systematization, areas of knowledge, innovative idea.

INTRODUCTION:

Study of the state of preparation of future teachers for pedagogical and innovative activities It is impossible to prepare teachers for innovative activities in accordance with modern requirements without taking into account the knowledge of the teacher on the theory of pedagogical innovation and the ability to implement the scientific principle . In other words, the study of innovative training of students of pedagogical higher education institutions should have the following objectives: to identify the limited aspects of the integrated system of such training; to determine in which directions changes should be made in the educational process in order to develop the skills of the future teacher in the field of school innovation. The study of innovative training of students has been conducted for several years (2004-16), focusing on determining the quality (scope and depth, phasing, sustainability) of the following elements of training of freshmen and graduates of pedagogical universities :

1. Innovative worldview.

2. Mastering the theory of pedagogical innovation.
3. Skills to transfer and transfer innovative experience.
4. Methods of implementation of pedagogical innovations in the educational process and evaluation of its results.

Each of these elements of innovative training is reflected in specific questions and assignments for teachers in different areas. For example, questions related to the theory of pedagogical innovation include the goals of pedagogical innovation, knowledge of its psychological and pedagogical basis, understanding of the categories "innovation", "innovative activity", "innovative process", "innovation", "innovative system", implementation of innovative processes. 'llari and so on. 65 In order to determine the methodological criteria for the readiness of graduate students for innovative activities, we sought to determine whether they have the following skills:

- Identify the innovative potential of a particular science, its relationship with the objects of innovation;
- Implement the scientific principle in the classroom as a necessary condition for the formation of students' worldview;
- To study students' propensity for innovation and their abilities, to choose appropriate methodological methods and tools to develop their interests;
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- Organize their research activities in accordance with the material basis of the objects of innovation, taking into account the individual and age characteristics of students;
- Assess the educational potential of a particular form of innovation;
- Selection of appropriate methods and techniques for the transfer of innovative experience;
- Develop a pedagogical test plan that reflects the real situation;
- Conducting tests, analyzing their results;
- Implement pedagogical ideas. Extensive methods of pedagogical research were used in the study of innovative training of students: surveys, interviews, questionnaires, study of reporting documents of departments, faculties, examinations, course and diploma works, analysis of reports on pedagogical practice, participation in lectures and seminars, course tests and exams. In addition, an expert assessment method was used, for which an expert group of 66 was formed. This group includes teachers from relevant departments and school staff.

The survey was conducted state pedagogical institutes. The author's work in public education courses was used to conduct a survey of teachers and school principals. The survey consisted of two stages. In the first stage, the research vector focused on the innovative outlook of freshmen and graduates in the specialties "Biology 050113", "Mathematics 050109", "Pedagogy and Psychology 050103", "Pedagogy and Methodology of Primary Education 050102".

Students answered questions in writing in the field of methodology and methodology of scientific and pedagogical research, pedagogical innovations, as well as methods of studying the innovative experience of the teacher-innovator. Random written submissions do not allow students to prepare in advance, meaning students are not notified in advance.

In the second stage, the theory of pedagogical innovation of graduates of pedagogical higher education institutions in the specialties "050114-history", "050109-mathematics", "050103-pedagogy and psychology", "050102-pedagogy and methods of primary education" and It has been established that he has mastered the practice.

Exploring the innovative outlook of freshmen and graduates of pedagogical higher education institutions. The first-year students answered 18 questions: 6 on pedagogical innovation, 5 on innovative pedagogical technology, 3 on innovative activity, 2 on implementation of pedagogical innovations, 2 on various topics. The graduates answered 34 questions, of which 67 were 10 on pedagogical innovation, 5 on innovative pedagogical technology, 7 on innovative activity, 9 on the implementation of pedagogical innovations and 3 each. given on the same subject.

The "Miscellaneous Topic" list includes questions that allow to determine the level of practical readiness of students in the field of pedagogical tests, analysis, generalization and implementation of their results. Thus, the set of questions for graduates also included 18 questions for first-year students, which allowed to measure the level of change in the innovative worldview during the study at the institute and to record the formed knowledge and skills. At the end of the probationary academic year, the first-year basic subjects, such as "Introduction to the pedagogical profession", "Pedagogy",

Psychology courses were held after the graduates had completed the entire curriculum. The questions were structured in varying complexity. The correct answer requires:

- 1) Use and repetition of the studied material;
- 2) Be able to combine pedagogical and scientific knowledge;
- 3) Analysis of pedagogical, technological, economy of the studied object of innovation;

4) Demonstrate their methodological knowledge and skills in the application of pedagogical innovations in the classroom. Each question option had the following content:

1. Pedagogical innovation. The structure, structure and functions of pedagogical innovation. Subjects of pedagogical innovation. Use of pedagogical innovations. Management of innovation processes, stages of innovation. Systematization of innovation processes. Pedagogical innovation in the system of scientific and pedagogical knowledge.

2. Transfer and transfer of innovative experience. The essence of innovative experience. Its scientific basis and practical significance. Examination of Scientific 68 Evidence. Moving Options Analysis. Readiness of innovative experience for use in mass practice.

3. Methods of implementation of pedagogical innovations. Guidelines for test research (for what purpose), goal setting, analysis and brief description of the existing system, identification of its shortcomings, future situation model (ideal end product), identification of contradictions by comparing the previous two elements. Conditions for the application of pedagogical innovations in pedagogy. The correct answers include answers that have a clear understanding of the theoretical material, the question is explained in detail, its natural-scientific basis is explained, and the definition is correct.

For example

«Innovatsiya – pedagogik faoliyatni talab qilingan darajaga olib chiqishni ta'minlovchi pedagogik faoliyatni yangilash konsepsiyalari, yangiliklar esa moslashtirilgan, kengaytirilgan va qayta rasmiylashtirilgan g'oya va harakatlar bo'lib, ular ma'lum muhitda va ma'lum vaqt davomida yanada dolzarb bo'ladi». "What is the difference between innovation and pedagogical innovation?" We answer the question in three different categories. The correct answer is:

"Innovation is a change within a system. Pedagogical innovation refers to innovations introduced into the pedagogical system to improve the flow and outcome of the educational process. Pedagogical innovation, on the other hand, is a new idea for a particular individual that emerges in a particular situation in which a re-emergence of a pre-existing action occurs as a result of the repetition of goals. " Incomplete and inaccurate answers:

"Innovation is the concept of renewal of pedagogical activity, bringing innovations to the required level, and innovations are adapted, expanded and re-formalized ideas and actions that become more relevant in a given environment and over a period of time. ladi ».

69 Wrong answer: "Innovation is a new education, and innovation is an educational idea", the two concepts are the same, and so on.

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