ETHIOPIAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 10, Okt-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

PREPARING FUTURE TECHNOLOGICAL EDUCATION TEACHERS FOR METHODOLOGICAL-INNOVATIVE ACTIVITY

Nosirov Nodirbek Valijonovich
Teacher of Fergana Public Health Medical Institute
nnosirov79@mail.ru phone: 93.643.17.16

Annotation. In the article, the criteria, indicators and levels of preparation of future technological education teachers for innovative activities are based on generally accepted approaches in scientific research and reflect the main laws of personality formation.

Keywords: innovation, innovative idea, innovative character, innovative activity, pedagogical activity, innovative approach, pedagogical innovation, methodical activity, reflexivity, creativity, sociability, intelligence, competence.

Introduction. The role of the education system in accelerating the socio economic development of our country and ensuring its economic security is incomparable. Among the global trends such as the internationalization of education, the international mobility of students, the rapid change of the educational program, the issue of ensuring the quality of education is gaining special importance. Modern socio economic conditions and the high demands placed on the spiritual, moral, intellectual and professional potential of future teachers put the task of training quality personnel who can meet international requirements to educational institutions. In order to fulfill these tasks, it is necessary to use innovative pedagogical technologies in education. However, the modern experiences of reforming modern trends in the educational system, especially the innovative pedagogical technologies used in the educational system of developed foreign countries, are relatively slow. From an economic point of view, the issue of studying international experiences in the organization and support of innovative activities in the conditions of modern globalization, digital economy and the construction of a new Uzbekistan in the experience of developed countries is not only at the enterprise level, but also in higher education institutions. serves to improve their innovative activities.

From the pedagogical point of view, the innovative processes implemented in the modern education system are primarily related to the active use of digital technologies in all areas of human activity and are primarily aimed at improving the quality and efficiency of education. In this regard, the methodical innovative activity of students acquires a completely different meaning. The essence and content of innovative activity is that any innovation in the field of education for students appears when it is implemented by the teacher. That is, the transformation of students from object to subject in the educational process depends, first of all, on the methodical competence of the teacher.

In the address of the President of the Republic of Uzbekistan to the Oliy Majlis, it was recognized that our country has entered the stage of innovative development in order to achieve modern progress. “Innovation means the future. We should start building our great future on the basis of innovative ideas”. It is not for nothing that we are moving to the path of innovative development and digital economy [1].

Because in today’s fast-paced world, who wins? The country that relies on a new idea, a new idea, and innovation will win. Adoption of the Law of the Republic of Uzbekistan “On Innovative Activities” in order to create the appropriate legal basis provided for in the state program was an important step in the construction of a new Uzbekistan. The creation of new ideas, new discoveries, scientific developments that guarantee our development and further accelerate it, as well as strengthening effective legal mechanisms for implementation of this law is of great importance [2].

Literature review. One of the most important aspects of modern education is the achievement of an innovative nature of the pedagogue’s activity. In developed foreign countries, the issue of achieving an innovative nature of pedagogue activity has been seriously studied since the 1960 s of the last century. In particular, H. Barnett, J. Basset, D. Hamilton, N. Gross, R. Carlson, M. Miles, A.

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 10, Issue 10, Okt-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

Havelock, D. Chen, R. Edem, F. N. Gonobolin, S. M. Godnin, V. I. Zagvyazinsky, B. A. Kan in the works carried out by researchers such as Kalik, N.V.Kuzmina and V.A.Slastenin, practical use of innovative activities, innovative approach to pedagogical activities, grounding of innovative ideas and their effective implementation in practice, and active use of them in the activities of pedagogues by informing about pedagogical innovations created in foreign countries and in the republic the content of actions is highlighted [3-4].

Research methodology. A creative person who understands the need for change in the system of professional activity seeks to create a new one as a radical innovation based on modernization, rationalization or modification. In this case, the teacher takes the position of "creator". In fact, this aspiration of the teacher-creator faces a contradiction. The effectiveness of methodical activity depends on technique, modern technologies, personal potential and personal qualities. This will change the state of the entire higher education system in terms of quality, create conditions for the growth of a new generation of highly educated specialists capable of ensuring economic development based on higher education and technologies, and encourage the search for new approaches.

The innovative activity of a student of a technical higher education institution can be considered as a personal category, creative process and result. A student engaged in innovative activities goes through a creative process in the realization of a creative result. This result is expressed not only in material and spiritual values, but also a subjective and objective new product visible during creation.

The main determinants of the development of readiness for innovative activities are science and education, which should provide not only a clear vision of the goals, tasks and methods of innovative culture, but also a clear empirical analysis of its founders, their status and cooperation. Readiness for innovative activity reflects the value direction of a person strengthened by motives, knowledge and skills, norms of behavior, provides new ideas and the ability to put them into practice [5-6]. By the readiness of future teachers for innovative activities, we understand the individual-psychological characteristics of a person, the set of interrelated professional and special knowledge and skills in the field of innovation, which enable them to learn and work in a new way, to this type of activity provides appropriate specific competencies.

Analysis and results. Therefore, the study of the motivational structure of students' activity allows to observe the relationship between their internal and external elements and shows the internalization and externalization psychological laws of activity (Table 1).

Internal and external elements of innovative activity of future teachers

Table 1

Innovative scientific and educational activity	
Internal incentives: The need for work Motivation to the profession Pursuit of a goal Value directions Abilities Will	External factors: Object Subject Movement Skill Activity results

Success in methodical activity depends to a large extent on motivating the specialist for innovative activity on the basis of the basic knowledge, opportunities, and abilities obtained from humanities, natural and professional sciences in higher educational institutions. When considering the problem of forming the cognitive activity of a student of a higher technical educational institution, we proceed from the content of higher technical education. The requirements for a graduate of a

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 10, Issue 10, Okt-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

higher educational institution are written in the state educational standard, so that the graduate should master the necessary humanitarian, general technical, special sciences, acquire skills and qualifications in the chosen profession in order to successfully perform production tasks in the future professional activity shown. Therefore, effective forms, methods and means of education suitable for educational goals and tasks are necessary for the successful development of students' cognitive activity. The teacher's self-analysis of his own activities and experience allows the future teacher to improve and develop himself [7-8].

Self-development, self-awareness, self-actualization, social activities based on advanced intelligence, independent thinking, and basic education based on advanced requirements. Based on this, we divided the main components of the preparation of future teachers for innovative activities into motivational-personal, operational-active, cognitive-reflexive content, which help students to achieve the goals of educational and methodical activity, cognitive activity, acceptance of innovation, information determines the ability to work with, communication skills, mental activity, independent decision-making activities, critical thinking, reflection and self-development.

It corresponds to general cultural and methodical competences in teacher training and is the basis for the formation of his readiness for innovative activities. Based on the criteria of preparation of future teachers for innovative activities, their level of formation can be divided into 3:

1. The reproductive level of innovative activity is self-development, creative activity (thinking) is carried out at the level of reflection, indifferent attitude to newness and inability to analyze information, dependence on others when making decisions in methodical activities, lack of confidence in self-development, communication it is characterized by unstable motives in methodical activity, such as limitation, slow adaptation to the group.

2. The heuristic level of preparation is a stable orientation to the profession, independent decision-making, working with information, their critical evaluation; it is characterized by the ability to self-analyze and set tasks for self-improvement, a positive attitude to news, and the ability to work in a group based on communicative knowledge.

3. Creative level of preparation, stable motivation to achieve the goal, professional growth and understanding of teacher's work; the ability to identify and define educational and production problems and find different ways to solve them, a stable attitude to self-improvement and development based on the set goal, different ways of working with information. It is characterized by knowledge of methods and the ability to analyze them and apply them in practice, the ability to accept new things, and highly developed communication skills [9-11].

Conclusion. Based on this, the personal qualities of the specialist were determined using the criteria for preparing future teachers for innovative activities. Student competence is directly related to the main criteria determining the formation of a modern teacher, readiness to perform professional tasks in the innovative sectors of the economy. Among the personal factors affecting the student's level of development, first of all, one can single out the general condition, responsibility, reflexivity, creativity, sociability, intelligence, competence in relation to methodical activity. The general indicator of the readiness of future engineers for innovative activities is reflected in the creative activity of a person. Additional indicators are decision-making, the ability to work with information, personal reflexivity and professional self-improvement and development. These criteria and sufficiency, which meet the principle of integration, show the specialist's readiness for innovative activities. The specified criteria, indicators and levels of readiness of future teachers for innovative activities are based on generally accepted approaches in scientific research and reflect the main laws of personality formation. In this regard, it can be concluded that the training of a competent specialist should be carried out in a specially organized pedagogical process based on innovative didactic technologies, modern pedagogical tools, methods and forms of educational process organization. It

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 10, Issue 10, Okt-2023 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980

requires an individual approach to future teachers as much as possible, respect for his personality, and confidence in him.

REFERENCES

1. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi Farmoni // O‘zbekiston Respublikasi Qonun hujjatlari to‘plami. –T., 2017. –B.39.
2. Muslimov N.A. va boshqalar. Kasb ta‘limi o‘qituvchilarining kasbiy kompetentligini shakllantirish texnologiyasi // Monografiya. – T.: “Fan va texnologiya” nashriyoti. 2013.
3. N.A.Muslimov, O.A.Qo‘ysinov, Sh.Abduraxmonov, Q.M.Abdullaeva, N.S. Gaipova, “Bo‘lajak kasb ta‘limi o‘qituvchilarining metodik kompetentligini shakllantirish texnologiyalari”. Metodik qo’llanma. – T.: 2014. . –B.90-95.
4. A.R.Jo’raev., “Bo‘lajak texnologiya fani o’qituvchilarini tayyorlashda dasturlashtirilgan ta‘lim vositalaridan foydalanishning didaktik imkoniyatlari”. Zamonaviy fan, ta‘lim va tarbiyaning dolzarb muammolari. Elektron jurnal. – Urganch. 2019. №1-son. –B.120-125.
5. N.V.Nosirov “Bo‘lajak texnologiya fani o‘qituvchilarini metodik kompetentligini rivojlantirish mezonlari” “Criteria for the Development of Methodological Competence of Future Teachers of Technology” International Jourtal on Integrated Education. Researcg parks publishing Indonesia. In Vol.6 No r (2023).
6. N.V.Nosirov “Bo‘lajak texnologiya fani o‘qituvchilarining metodik kompetentligini takomillashtirish modeli”. “Ta‘lim, fan va innovatsiya” Ilmiy jurnali. 2023.№3-son. –B.71-75.
7. N.V.Nosirov “Bo‘lajak texnologiya fani o‘qituvchilarida kasbiy va metodik kompetentlikni shakllantirishda integratsion jarayondan foydalanish”. “Mug‘allem hem uzluksiz bilimlendio‘” Ilmiy jurnali. Nukus. №5/2. 2022. –B.129-134.
8. N.V.Nosirov “Bo‘lajak texnologiya fani o‘qituvchilarini metodik kompetentligini takomillashtirishning pedagogik-psixologik asoslari”. “NamDU ilmiy xabarlari” Ilmiy jurnali. Namangan №11-son. 2022. –B.636-641.
9. YAKUBOVA, S., NOSIROV, N., & Tulanov, O. (2018). The basic equation of the molecular-kinetic theory of gases. Scientific journal of the Fergana State University, 1(1), 17-19.
10. Nosirov, N. V. (2022). Bo’lajak texnologik ta’limi o’qituvchilarini tayyorlashda pedagogik-psixologik omillardan foydalanishning ahamiyati. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(4), 81-85.
11. Nosirov, N. (2023). Bo ‘lajak texnologiya fani o ‘qituvchilarining metodik kompetentligini rivojlantirish jarayonini takomillashtirishning pedagogik shart-sharoitlari. Scientific journal of the Fergana State University, (1), 477-480.
12. Ahmedov, M., Solajirov, I., & Nosirov, N. (2018). The role of competencies in creating innovative learning environments. World Social Science. Scientific-practical journal. Moscow, (3).
13. D.N.Zokirova “Bo‘lajak mutaxassislarni kasbiy-innovatsion faoliyatga tayyorlashning pedagogik shart-sharoitlari” “Respublika janubida elektr energetika sohasining rivojlanish istiqbollari” mavzusidagi respublika ilmiy -xalqaro anjuman materiallari to‘plami. Termiz. 2022.16-17 dekabr.