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Directions for Preparing Future Teachers for Innovative Activities Based on a Creative Approach

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Annotation

In addition to the formation of knowledge, skills and competencies for the effective organization of the educational system, today, in education, more and more attention is paid to the creation of technologies aimed at self-development, self-education, and ways of influencing the individual, ensuring readiness. Currently, it is necessary to focus on improving the content and methodology of specialized subjects taught in higher education institutions, solving problems related to personal and professional development of future teachers. The changing goals of higher education make the need to modernize the educational process in the direction of creative design, creation of author's developments, training of teachers who have the ability to implement innovative activities.

Keywords: knowledge, skills, competence, education, technology, person, science, methodology, teacher, innovative activity, modernization.

1. INTRODUCTION

In this article, the preparation of future teachers for innovative activities based on a creative approach is explained as a pedagogical problem, the current situation of preparing future teachers for innovative activities based on a creative approach and the uniqueness of the creative approach in the activities of future teachers are described. The goal of innovative activity is to get the highest result from the spent effort. Unlike other spontaneous innovations, innovation is a controlled and controlled change mechanism. Any innovation in the educational system cannot be an innovation. Therefore, it is necessary to point out the commonalities and differences between the concepts of "novation" and "innovation". The criteria of both concepts are as follows: the innovation is carried out within the framework of the applicable theory, limited in scope and time, the methods are updated, and the result improves the previous system. And innovation is systematic, integrated and continuous, it designs a new system of activity in a given practice, completely renews the positions of subjects of practice. In this, new areas of activity are opened, new technologies are created, new qualitative results of activity are achieved, as a result, the practice itself is renewed. By analyzing innovations in the educational system, their implementation, management of innovative processes, there was an opportunity to define the concept of innovative activity. Innovative pedagogical activity is continuous work on the basis of innovations, which is formed and improved over a long period of time. Relying on the opinions of pedagogic scientists who have studied the characteristics of the teacher's innovative activity, the following are the main characteristics of the innovative pedagogical activity:
- acquisition of scientific-theoretical aspects of creative pedagogical activity;
- acquisition and practical application of pedagogical research methods;

- have creativity;
- planning and implementation of experimental works;
- study, spread and publicize the experiences of pedagogues-teachers;
- establishing permanent creative cooperation with colleagues;
- to have the ability to exchange ideas and provide methodical assistance;
- prevention and elimination of conflicts in the pedagogical process;
- searching for news and adapting them to their conditions.

When preparing a future teacher for innovative activities, first of all, it is necessary to organize pedagogical activity on a scientific basis, to regulate and adapt working conditions to their own activities, to develop intellectual, creative, motivational, volitional, personal, moral and other characteristics in order to achieve professional activity. The process of preparing future teachers for innovative activities based on a creative approach is based on objective and subjective factors. In addition to the formation of knowledge, skills and qualifications for the effective organization of the educational system in higher education institutions, today, in education, more and more attention is being paid to the creation of technologies and ways of influencing the person aimed at self-development, self-education, and ensuring readiness. At the moment, it is necessary to focus on improving the content and methodology of specialized subjects taught in higher education institutions, solving problems related to personal and professional development of future teachers. The changing goals of higher education make the need to modernize the educational process in the direction of creative design, creation of author's developments, training of teachers who have the ability to implement innovative activities.

The innovative activity of the future teacher is an integrative feature that allows for the formation of a pedagogical culture with a high level of readiness, and is a set of practical actions aimed at ensuring a guaranteed result in the educational process and achieving a high level. The implementation of reforms in the world, the development of new innovative technologies in the educational system, and the growth of the economy depend on the level of professional skills and business skills of personnel. It is known that the essence of continuous education is to raise and enrich the defined educational potential of a person, as well as to eliminate possible gaps in education, upbringing and development. That is why it is important to continuously update their knowledge and develop professional skills and the ability to creatively use it in social activities in preparing future teachers for innovative activities based on creative approaches.
The socio-economic development of our society largely depends on the training of specialists who can fully join the world's intellectual potential. Ensuring this requires training future teachers and scientific-pedagogical staff based on modern requirements. One of the effective ways to solve such an important task is to train future teachers to engage in creative activities, that is, to acquire the skills and qualifications to conduct scientific research. Another important aspect of fulfilling this task is that now science and technology are improving and developing day by day, hour by hour, and as a result, there is a need to train mature specialists accordingly. The way to positively solve this problem is to prepare future teachers for innovative activities. Innovative activity refers to the creative approach of the teacher to mastering existing methods, forms and tools for improving his profession. It is the need of the hour to find stable scientific ideas and classifications about innovations in education and innovative pedagogical activity. For this purpose, systematic development of educationally oriented scientific knowledge is appropriate. It is also necessary to strengthen the integration between educational knowledge and practical pedagogical activity. As a subject and

organizer of innovative activity, the teacher participates in the creation, application and popularization of innovation. It is important to study the current situation in practice of the problem of preparing future teachers for innovative activities based on a creative approach, analyze the collected data, come to certain conclusions and, on this basis, carry out practical activities aimed at evaluating the general situation of the problem. We considered it appropriate to organize experimental work based on a practical activity approach, and we tried to organize it effectively, assuming that the initial experimental activity carried out at the experimental test sites will appear as an important part of future actions. The process of direct organization of experimental work has been clarified. In this process, the following tasks were defined:

a) Developments on the organization and conduct of classes in the subject "Theory and History of Pedagogy", which will be the basis for preliminary experimental work, were prepared and their content was discussed at the meetings of the Department of "Pedagogy" of Bukhara State University, where the research work is being carried out. content filled and enriched;
b) meetings and interviews were organized with the participation of students, the nature of the tasks to be performed in this process, the main goal of conducting experimental work, the expected results, as well as the participation of students in practical activities were given;
v) "On the basis of the theoretical analysis of the content of the preparation of future teachers for innovative activities, which was organized in higher education institutions, the possibilities of improving the professional qualities of students of this innovative activity were determined;
g) the level of readiness of students of higher education institutions for innovative activities was studied with the help of questionnaires, test tasks, conversations, interviews and pedagogical observation methods.

The following tasks were performed at the final stage of experimental work:

a) the information found in the practical process was summarized;
b) the generalized indicators were reanalyzed using mathematical and statistical methods;
c) general conclusions were reached according to the results of mathematical and statistical analysis.

The results of the theoretical analysis of the content of the teaching process focused on innovative activities carried out in higher education institutions showed that as a result of this activity, it is possible to improve the qualities of creative thinking in students. In this regard, it was found that there is a high possibility of developing the level of preparation of students in this direction, depending on the level of students' mastery of the subjects in the curriculum of higher education institutions. In order to study the current level of improvement of the process of preparing students for innovative activities based on a creative approach during the experimental work, we sent questionnaires and test tasks to the attention of the respondent-students. The following questions were asked from the content of the questionnaire aimed at this purpose:

1. Do you always follow best pedagogical practices?
2. Do you strive to implement it, taking into account the changing educational needs of society, the individual style of your pedagogical activity?
3. Are you constantly engaged in self-education and work on yourself?
4. Do you adhere to certain pedagogical ideas, do you try to develop them in the process of pedagogical activity?
5. Do you cooperate with scientific advisors?
6. Can you predict the future of your business?

7. What do you mean by innovative activity?
8. What specific changes do you think are necessary in terms of innovative activities in your educational institution?
9. Evaluate the quality of conditions for the development of innovative activities in your educational institution.
10. What are the obstacles for you in the assimilation and development of news?

While answering the questions of the questionnaire brought to the attention of the students, most of them tried to answer the concepts of "activity", "innovation", "innovative activity" to the best of their ability. All of the students noted that the activities with the content of innovative activities, which are organized by the students, are unlimited in their ability to aspire to the future, to look at pedagogical activity in a new way, to develop their pedagogical and professional qualities, and to form high-level human spiritual and moral qualities.
It was found that the level of development of the process of preparing respondent-students for innovative activities is not high. As a proof of this conclusion, a test task was organized among the respondent-students. The purpose of the test assignment was to determine the current state of formation of students' ideas about innovative activity and its goals, knowledge and interest in pedagogical activity. The results of the test task confirmed the truth of the conclusion stated above. The main goal of organizing experimental work in the research process is to improve the process of preparing students for innovative activities based on the educational and educational opportunities of higher education institutions. To achieve this goal, the following tasks have been set:
1. To determine the concepts of the process of preparing students for innovative activities and the possibilities of their acquisition.
2. Providing information on factors that can help develop the process of preparing students for innovative activities.
3. To achieve a theoretical understanding of the content and essence of the development of the process of preparing future teachers for innovative activities.
4. To ensure the organization of socially significant practical activities aimed at developing the process of preparing future teachers for innovative activities.

It was assumed that the practical work aimed at developing the process of setting up experimental work and preparing future teachers for innovative activities will take place in accordance with the following conditions:
To study the level of development of the process of preparing future teachers for innovative activities. This goal is realized based on solving the following tasks:
organizing pedagogical observations to study the personality of the respondents and the content of their practical activities; scientific-theoretical analysis of the state of the research problem based on the organization of interviews with the participation of students. organizing questionnaires and test requests among students and summarizing the conclusions obtained as a result of pedagogical observation. To determine the factors that allow to improve the process of preparing future teachers for innovative activities. This goal was achieved based on the following tasks: to get acquainted with the content of sources related to the research problem and to have information about the factors that help to develop the process of preparing students for innovative activities based on the analysis of views and ideas put forward in them; enriching the available information by studying the results of interviews, debates, as well as questionnaires and test surveys organized with the participation of students; selection and interpretation of forms, methods and tools that will be the basis for ensuring the effectiveness of pedagogical activities aimed at improving the process of

preparing future teachers for innovative activities based on the results of the theoretical-practical study of the current situation of the problem.

To achieve inculcation of concepts related to the development of the process of preparing future teachers for innovative activities. This goal requires the following tasks:

to provide students with an understanding of the essence of the development of innovative activities;

formation of the need to have concepts related to the development of innovative activities by the respondent-students;

to ensure the formation of the concepts of the development of innovative activity in the respondent-students.

To achieve the organization of professional practical activities based on the development of the process of preparing future teachers for innovative activities. In the implementation of this goal, the following tasks were assumed:

to encourage students of higher educational institutions to work creatively on the basis of improving the process of preparing them for innovative activities;

involving future teachers in the organization of professional innovative pedagogical activities.

To study the best experiences in conducting innovative pedagogical activities in higher education institutions, to provide enrichment of the methodology that serves to improve the process of preparing them for innovative activities, taking into account the opinions of the respondent-students. The special activity of the respondents-students in this process made it possible to achieve the intended goal.

In accordance with the results of experimental work, organization of preliminary expert control in order to determine the effectiveness of the methodology that serves to improve the process of preparing future teachers for innovative activities. In this process, an unbiased assessment of the results of experimental work was achieved.

Practical activities aimed at researching the problem were carried out in several stages. Based on the nature of the goals and tasks that need to be implemented, the general period and stages of experimental work were determined.

Practical activities aimed at improving the process of preparing future teachers for innovative activities were organized based on the priority of the following principles:

1. Improvement of the process of preparing future teachers for innovative activities is recognized as a socio-pedagogical necessity.
2. Clarity of the purpose and perspective of the experimental work.
3. Within the framework of the main goal, the tasks to be carried out at each stage of experimental work are clearly defined and fulfilled.
4. The implementation of the experimental work on the basis of the content-based program.
5. The existence of pedagogical, psychological and methodical conditions that serve to improve the process of preparing future teachers for innovative activities.
6. Enrichment of the content of improving the process of preparing future teachers for innovative activities with national and universal values.
7. In the process of preparing future teachers for innovative activities, the level of their moral image and professional skills is taken into account.
8. Consistent, organic and systematic organization of the process of improving the process of preparing future teachers for innovative activities.
9. Acquisition of a dynamic nature of pedagogical activity aimed at improving the process of preparing future teachers for innovative activities.

10. Students were able to freely demonstrate their personal characteristics (creativity, initiative, ability to work independently, literacy, creative imagination) in the organization of experimental work.

One of the important factors guaranteeing the success of the content of pedagogical activities aimed at improving the process of preparing future teachers for innovative activities is filling them with practical exercises and developments. In the course of the research, the following forms, methods and tools that are effective in the organization of experimental work were defined:
such forms as pedagogical observation, interviews, meetings, trainings, questionnaires and test surveys, roundtables, interviews, conferences, seminars, debates, practical training, organizing exhibitions, excursions, lectures;
story, explanation, conversation, demonstration, practical training, excursion, "Cluster", "Guided text", "Brainstorming", "Sinkway", "Working in small groups", "Project", "Critical thinking", "In collaboration" interactive methods such as teaching", "Insert", "FSMU", "Case-study", "Lilac flower", "Discussion";
organization of lectures, discussions, readers' conferences, debates, meetings, contests, theatrical evenings, trips, clubs, etc., devoted to the content of innovative pedagogical activities;
educational resources, scientific, philosophical and artistic works, national values, examples of national-cultural heritage, educational and technical equipment, information technologies, which provide information on achievements in the fields of science, technology, technology and culture.
Improving the process of preparing future teachers for innovative activities is a complex pedagogical process, and the implementation of pedagogical activities aimed at organizing this process on the basis of various forms, methods and tools arouses interest in students to actively participate in pedagogical activities organized in this regard. Pedagogical activities aimed at improving the process of preparing future teachers for innovative activities are divided into two groups according to their nature, that is, educational activities with specific content and pedagogical activities aimed at training personal qualities. There are great opportunities to improve the process of preparing future teachers for innovative activities. Most of the topics expressed in the content of this activity serve to find a positive solution to the research problem. In particular, the ability of students to act independently, to think independently, to maintain their balance in different situations, to be able to educate themselves, to have national and universal values and modern knowledge, to have organizational skills, to be able to control themselves, to have respect for their comrades, to be humble , it shows that spiritual and educational educational qualities such as self-confidence, mutual support, solidarity, harmony have improved in them. Art, sports, cheerleaders and intellectuals, profession-related events organized outside the auditorium and based on the mass participation of students, which appear as an important part of pedagogical activities aimed at improving the process of preparing future teachers for innovative activities, have great potential. The possibilities of these activities are characterized by their reliance on students' wishes and needs, the existence of specific conditions, as well as the level of pedagogical skills, abilities, skills and creative thinking skills. During the implementation of the research, it was tried to make wide use of the possibilities of activities aimed at innovative pedagogical activities. Special attention was paid to the organization of these events on the basis of the program. One of the main factors that ensure the development of the preparation of future teachers for innovative activities is the meaningful scientific organization of extracurricular activities organized in a higher educational institution. In the

organization of practical work aimed at improving the process of preparing future teachers for innovative activities, experimental work was conducted on the basis of methods such as question-and-answer, round-table discussions and surveys among the respondent-students. In the course of experimental work, the following deficiencies in preparing students for innovative activities were identified:

- resources providing information on preparation for innovative pedagogical activities in higher education institutions cannot fully meet today's needs;
- lack of educational, scientific and methodological resources that serve to improve the process of preparing future teachers for innovative activities;
- lack of sufficient conditions for creative activity of students in educational institutions;
- insufficient development of students' knowledge of innovative activities and free thinking skills;
- the attitude and activity of some students towards innovative activities are at a lower level;
- insufficient implementation of pedagogical and information technologies in the process of innovative activity in higher education institutions;
- such as the lack of enthusiasm of most students for innovative activities in higher education institutions.

The main goal of the experimental work organized to improve the process of preparing future teachers for innovative activities is to study the state of students' preparation for innovative activities before and after the experience and to achieve the full development of their professional and personal qualities.

In the process of experimental work, we determined the following tasks:

1. To determine the current state of development of innovative activity among students based on the organization of several types of questionnaires.
2. To provide students with theoretical information about concepts of innovative activity, its essence, social and personal importance, ways of its development.
3. Identification of pedagogical factors that help to improve the process of preparing future teachers for innovative activities.
4. Identification of resources that ensure improvement of the process of preparing future teachers for innovative activities.
5. Identifying the reasons that have a negative impact on the development of the process of preparing students for innovative activities and determining measures to eliminate them.
6. Getting students to understand the essence and importance of innovative activities.
7. Creating the necessary conditions for developing responsibility for the development of the process of preparing students for innovative activities and creating practical activity in this regard.
8. It has socio-pedagogical importance, based on the curiosity, creative interest, striving for creative achievements, striving for leadership, striving for high evaluation of creative activity, realizing the personal importance of creative activity, and the desire for self-improvement, which are considered important components of innovative activity. to ensure that they organize their practical activities.

The main technological aspect of the whole system at all stages of the process of innovative activity in higher education institutions is its goal-orientedness. The use of an innovative technological approach to pedagogical activity guarantees the achievement of the set goal. Large-scale educational reforms require the study of modern advanced technologies of the educational process and their introduction into the educational process. This, in turn, requires future pedagogues to practice and improve the development of innovative activities in the field of education. Relation to innovative design methods created within the framework of a creative approach helps to effectively and creatively plan the process of pedagogical activity,

enrich it with new ideas, and evaluate their results. In this regard, it is appropriate to use historical, artistic, spiritual-educational activities in addition to the audience directly related to the development and improvement of innovative activities of future teachers. Due to the demand and need of our society to form healthy, well-rounded young people in all aspects, today's educational goals are gaining a new meaning. This content requires the application of innovative pedagogical technologies to the educational process. In particular, innovative technologies ensure integrity, design of the educational process, pre-guaranteeing of results, based on the principles of verification, systematicity, coherence, relevance, and the individual level of mastering educational materials grows at a consistent pace in accordance with the stages of learning. Pedagogical technology principles are studied in harmony with general didactic principles (awareness, activity, demonstrability, connection of theory with practice, integrity and continuity of education, comprehensibility, thoroughness of knowledge, etc.). Since the object of innovative pedagogical activity is organized by students, this process is directed to them personally. Therefore, the innovative pedagogical process aimed at forming and improving the student's personality has a humanitarian essence. A teacher-pedagogue organizes his activities creatively, always strives to update the form and content of lessons due to new researches, new approaches, and puts his views into practice in the form of experiments. Based on the results, he tries to research again, introduce innovations into the educational process, identify, correct, complete, and perfect his shortcomings. In many cases, teachers may not be satisfied with existing methodological views, learned theoretical rules. In fact, the innovative pedagogical process requires the teacher's activity to constantly grow, improve, and be enriched with innovations. Regular acquisition of new knowledge; Having creativity, which meets the modern requirements for the personality and professional skills of the pedagogue, is becoming a demand and need of not only education, but also society. Wide use of interactive methods that serve to ensure the effectiveness of educational technologies in preparing future pedagogues for innovative activities based on a creative approach is desirable. "6x6x6", "Brainstorming", "Cluster", "Decision tree", "Network dynamics", "Libra", "Stair-stair", "Corners", "Elpigich", "Sinquain", "Debate", " Dozens of interactive methods, such as working in small groups, can be effectively used to prepare future teachers for innovative activities. In the course of these activities, not only is the student's theoretical and practical readiness for independent work checked, but also opportunities are created for the enrichment of the student's creative abilities. As a result of the study, the data of the control group was compared with the data of the experimental group. Comparative analysis, as mentioned above, was determined using methods such as self-assessment, rating, tests, observation, interview, questionnaires, interview (survey). Comparative analysis showed that the results of the control group were significantly lower than those of the experimental group. Especially at the end of the experiment, we saw that it gave positive results. 48% of the students scored high, compared to 34% of the control group. So, it shows that the system of innovative activity was effective in the experiment: if at the beginning of the experiment, the development of the process of preparation for innovative activity was 23% of students, and at the end of the experiment it was 37%. The change in the level of preparation for innovative activities in the students of the control group was very small. Because the pedagogical influence in these groups was not based on a specific goal, but on the basis of general requirements. The students in the control class lacked qualities such as aspiration for the future, volition, enthusiasm, courage, self-confidence, creativity, independence, inquisitiveness, and striving for innovation. In experimental groups, students set new life goals for themselves as a result of innovative activities, and were able to cultivate moral and ethical qualities such as independence, initiative, creativity, dedication, knowledge, love of profession, respect for profession, as well as honesty, correctness, dexterity, humanitarianism,

patriotism. , it was found that they have achieved a high level of diversity of opinions and acquired self-management skills. In general, the knowledge of innovative pedagogical activity formed the consciousness of the individual, the self-management skills of the students were developed, and the acquired knowledge, skills and abilities were allowed to be used in practice.

In conclusion, the following can be mentioned separately:

- in order to determine the effectiveness of the technological system aimed at preparing future teachers for innovative activities based on a creative approach, it was determined that the conducted experimental work is of particular importance;
- it has been proven that pedagogical observations, surveys, didactic activities inviting dialogue are of particular importance in determining the level of improvement of the pedagogical process aimed at preparing students for innovative activities based on a creative approach;
- it became clear that the use of modern pedagogical and information technologies in the organization of innovative pedagogical activities in higher educational institutions has a significant positive effect on the process of developing the preparation of future teachers for this activity;
- it has been proved that in the innovative pedagogical activity, the mutual relations between the teacher and the students are resolved in a high spiritual and moral spirit, based on national values, on the basis of humanitarian principles;
- in the process of innovative pedagogical activity, students and young people set new life goals for themselves and were able to cultivate professional qualities such as independence, initiative, creativity, dedication, knowledge, love of the profession, honoring the profession, as well as honesty, correctness, dexterity, humanitarianism, patriotism, it was found that they have reached a high level in terms of diversity of opinions and acquired self-management skills;
- the mathematical-statistical analysis of the experimental test results allowed to confirm the correctness of the scientific hypothesis of the research;
- it was determined that it is necessary to give special importance to the effective use of psychological-pedagogical and methodical knowledge based on a creative approach to the development process of preparing future teachers for innovative pedagogical activities;
- it is advisable to pay more attention to the issues of pedagogical activity in the lessons and extracurricular activities of higher educational institutions. In particular, it was determined in the process of experimental work that it helps students to realize the importance of professional ideals in achieving their life goals, professional knowledge, the ability to work with students, to find a way to the hearts of students, to find their place in different conditions;
- it has been proved that the use of creative activity of students in the implementation of activities that encourage them to think, help to form a high spiritual and moral worldview in them, and serve to develop useful pedagogical thinking in the process of interaction with them in the process of preparing students for innovative pedagogical activities.

2. LITERATURE

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