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A Model for Improving the Process of Preparing Future Teachers for Innovative Pedagogical Activities

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Annotation: The ways of improving the preparation of future teachers for innovative pedagogical activities of general education secondary schools, rounding of innovative activities, a model of innovative activities, the effectiveness of innovative activities in the short term using optimal (most acceptable) methods are shown.

Keywords: Innovative teaching, innovative program, innovative approach, innovative types, innovative technologies, innovative, innovative worldview, innovative theory, innovative process.

Improving the preparation of future teachers for innovative pedagogical activities in general secondary education is based on an in-depth analysis of the content and nature of teachers' work. In order to have a sufficiently complete and objective picture of the professional and pedagogical activity of a teacher of this category, it is necessary to build a model that suits him.

A model is "an object of any nature, in which the object under study can be placed in such a way that its study provides new information about that object."

Modeling is the construction (or selection) and study of such an object (model) of any nature, in which the object under study can be placed in such a way that it The study provides new information about the object"[63,39].

A comprehensive approach has been adopted in the modeling of teacher performance, which is characterized by the principles of "interdisciplinary coherence, completeness and hierarchical approach to the object" [63,39]. These principles are one of the real research tools of modeling and serve to ensure the integrity of the innovative activity that the teacher is projecting. In order to determine our next steps in creating a model, we will briefly consider these principles.

The principle of interdisciplinary interdependence implies the synthesis of a subjective perception of the object, that is, the interpretation of the innovative activities of teachers-teachers, the sociology, psychological and pedagogical, methodical and other disciplines. However, the interdisciplinary relevance of research cannot be ensured without a rational combination of these disciplines in determining the list of important components of innovation activity. The main task of this principle is to unite all the disciplines studied by specialists-teachers in order to create a model.

The second principle (completeness of the study) stems from the adequate representation of the object in the model. It is known that the lack of completeness in the study increases the uncertainty of the results. This limits the scope of its use. Completeness refers to the unexplored aspects of an object and expresses its integrity in a structured way. The completeness of the analysis is a direct guarantee that all aspects of pedagogical and innovative activity are recorded in the model. Given this situation, the list of indicators of teacher performance and its morphological structure is sufficiently complete (not necessarily, of course) due to repeated inspections using various methods.

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The third principle requires that the study of the object under study be divided into more general and more specific factors, situations, and situations that are able to express the integrity of the object at each level. Multilevelness in the creation of a model of pedagogical-innovative activity of a specialist-teacher is reflected in all its stages. Therefore, on the basis of this principle, a list of components of the innovative activity of the teacher-specialist, to that extent - a list of components at the general, intermediate and specific levels. Consequently, the content of the activity is reflected separately at each stage and serves different purposes.

In developing the model of innovative activity of the teacher, two interrelated and interrelated objects were taken into account: the teacher's personality and his pedagogical-innovative activity. We see such activity as, on the one hand, a generalized and sufficiently unified phenomenon, and, on the other hand, the unification of the general goals of school education in accordance with the requirements of independent living and the social order of society. We have considered it as a system specific to a certain number of subjects (officials) who carry out labor training. This activity consists of a number of separate actions (common goal-oriented methods) and interrelated components, each of which corresponds to a specific professional function of a specialist - a science teacher.

The structure of the model of innovative pedagogical activity of the teacher of general secondary schools is shown in Figure 1.2. In designing this model, we used V.A. We used a scheme proposed by Markelova and recognized by the science of pedagogy [94]. This structure is mainly characterized by four main indicators, which reflect the internal structure of the pedagogical-innovative activity of the future teacher:

1. The general purpose of innovative pedagogical activity;

2. The content of innovative pedagogical activity;

3. Means to ensure the effectiveness of innovative pedagogical activities;

4. Conditions for the implementation of innovative pedagogical activities.

The first and last components of the innovative model of pedagogical activity are combined in the block "Socio-professional background of teachers". After the implementation of such a methodological approach, the model of pedagogical-innovative activity is characterized in detail by the remaining two indicators:

I. The content of innovative pedagogical activity consists of:

A. Problems (issues), ie the preparation of students for independent life and work, which will be gradually solved by teachers in the new conditions of socio-economic development of the Republic of Uzbekistan important problems and issues.

B. Functions (tasks) - a generalized description of the main responsibilities of the teacher.

C. Innovative types of pedagogical activities, through which the teacher solves problems and performs functions.

D. Methods and tools for solving problems used by teachers.

II. Means to ensure the effectiveness of innovative pedagogical activities (experience, effort, quality of personality):

A. Knowledge

B. Pedagogical skills and competencies.

C. Personality qualities that justify the high level of success of innovative pedagogical activity.

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All of the above components are inextricably linked and have a clear list of indicators that make them up. Each indicator is disclosed at different levels of generalization (general, intermediate, and specific) that are sufficient for the model to meet the requirements. They can be formed as follows: a) empiricism; b) the complexity of the study of the object; c) the completeness of the representation and analysis of the object. For example, the list of functions and manifestations of activity - general, solutions (methods and tools) - intermediate, area of knowledge, skills and competencies - general, intermediate and specific, personality quality - performed at the general level. This can be explained by the fact that the list of problems, functions and manifestations of the activity that meet the conditions of various and varied pedagogical tasks is also structured in terms of the volume of interpretation at a specific level. there is no possibility of either. Second, the subject specifics themselves imply different educational goals that do not allow for the creation of a "generalized model" that meets the interests of all science teachers. But there is a soul in the idea of developing a complete model of innovative activity that expresses the science teacher's personal interest in the relevant science. Such a view is supported by Professor Yu.K. Vasilev spoke about the organization of polytechnic training of students of pedagogical higher educational institutions (41. 8b.)

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