



## Pedagogical - Psychological System of Preparing Future Teachers for Professional Innovative Activity

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**Abstract:** *This article discusses the specific pedagogical and psychological features of the process of preparing future teachers for innovative professional activities, and focuses on the great interest of teachers in scientific work in the field of theory and practice of pedagogical innovation.*

**Keywords:** *best practices, distance, information and communication, educational activity, innovation, integration, innovation theory, complex development*

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**The main part:** A pedagogue-educator is responsible for achieving the goals set before the public education system, organizing various activities of students, and raising them to be knowledgeable, polite, faithful, hardworking, and well-rounded people. For this reason, the Ministry of Public Education of the Republic of Uzbekistan has approved many programs as a direct continuation of reforms in the field of public education. This state curriculum of the public educational institution is in accordance with the State requirements for the development of school-age children of the Republic of Uzbekistan. It is a regulatory and legal document, which expresses the goals and tasks of the public educational institution, the main ideas of the educational activity, as well as the main competencies of the child for the transition to the next stage of education. In turn, it is necessary to organize pedagogical processes in the public education system on the basis of innovative pedagogical technologies requires. The educator is responsible for achieving the goals of the public education system, organizing various activities of students, raising them to be educated, polite, faithful, hardworking, well-rounded people. For this reason, the Ministry of Public Education of the Republic of Uzbekistan has approved a number of programs as a direct continuation of the reforms in the field of public education. This state curriculum of the public educational institution is a normative legal document developed in accordance with the State requirements of the Republic of Uzbekistan for the development of school-age children, in which the goals and objectives of the public educational institution, - The main ideas of educational activities are expressed, as well as the main competencies of the child in the transition to the next stage of education. This, in turn, requires that the pedagogical process in the public education system be organized on the basis of innovative pedagogical technologies. Enrichment of the content of lectures, practical and laboratory classes in the educational process on the basis of new approaches, as well as the organization of pedagogical practice, spiritual days and hours with the help of improved programs for the professional and spiritual training of future teachers and educators requires. To ensure the effectiveness of public education, the educator is required to have in-depth pedagogical psychological training, a clear knowledge of the specifics of each student, and to strictly adhere to the following requirements in the development of an individual plan: - be able to predict emerging

pedagogical problems; to do this, the future educator must be able to anticipate and solve problems that arise in the pedagogical process; - learn how to solve problems; - be able to choose and apply the most appropriate ways to solve problems; - have the skills to pedagogically influence and support students; - be able to approach each student individually; - be able to organize public events with students; - to teach students to read and love books. The professional skills of future educators will help to effectively prepare children for school. The results of pedagogical, psychological, organizational and methodological study of the activities of teachers and educators play an important role in improving the effectiveness of educational activities of students, personal qualities of the teacher and his professional training. Accordingly, the professionalism, knowledge and creativity of the educator are the main factors in the formation of conscious activity and independence in students. During the internship, the work of the future educator in the school will play an important role in developing their professional skills. During the pedagogical practice future teachers-educators have a tendency to their profession, creative approach to pedagogical activity, application of modern knowledge in practical practice, acquisition of leadership skills, pedagogical and psychological study of the student's personality, skills such as analysis, mastering the methods of organizing cultural events will be activated and strengthened. All this prepares students for educational activities. At the same time, future educators need to learn a number of rules that apply to their careers. They are: - formation of conscious discipline in students; - treat children fairly; - support and assist active students in the group; - Encourage students to work independently; - Systematic work with students on assignments and their activation in the process; Systematic organization of educational activities among students of the group. In addition, future teachers will be able to engage in dialogue, practical and laboratory work in preparation for innovative professional activities, work on new scientific information, gain independent knowledge, work on resources and analyze their experiences. plays an important role. Leading classroom activities at school has its own characteristics.

**Conclusion:** It can be seen that all pedagogues working in schools are setting difficult tasks for educators. Therefore, the development of scientific worldview and high moral qualities in future pedagogues and to acquire the skills to behave appropriately in the team and society it is required to be implemented in a systematic way. One of the most important tasks of educators is to help children overcome their negative traits, to teach them honesty and truthfulness, to strengthen their will. In doing so, educators should use the method of collective influence. Educators need to familiarize children with the realities around them and prepare them to participate in the process. Only when children are given clear, moderately complex tasks do they show initiative, curiosity, and a desire to be active. As a result, the child develops a sense of responsibility and tries to justify the trust expressed by the educator. Being able to do the tasks assigned to them helps children to regulate their behavior.

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