



The System of Preparing Future Teachers for Professional Innovative Activities

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Abstract: *This article presents the actual state of the system of professional preparation of future pedagogues for innovation activity in the sphere of education. Based on the results of two interrelated examinations – individual expert assessments and subsequent expert discussions in special groups – the author defines the key issues in the streamlining of the system under study and puts forward specific suggestions on resolving them.*

Keywords: *preparation of future pedagogues for innovation activity, assessment of the pedagogical system of preparation for innovation activity, issues in the preparation.*

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Methodology and organization of the study.

The ongoing study of the practice of university training of future teachers for innovative activities in the field of education pursued the following goals:

- to get a general idea of how the system of professional training of future teachers for innovative activities functions in modern conditions, what is its effectiveness;

Identify the weakest and strongest aspects of such training; - to determine the main directions of modernization of the existing practice. The methodological guidelines for the work being carried out were determined by the following axiomatics: (1) readiness for innovative activity in all its structural components is essential not only for the teacher to perform his professional functions, but at the same time for his professional self-development, and for creative self-realization in the field of education; (2) preparation for innovation activity is adaptive to various levels and to all levels of professional education, that is, it can be effectively implemented in different periods of training and on the material of disciplines of different cycles; (3) preparation for innovation activity depends on the specific conditions of the educational process and can be carried out at a qualitative level in different ways; (4) the preparation of future teachers for innovative activities should be analyzed and evaluated in terms of relevant dependencies characteristic of the pedagogical system. As the main tool for collecting empirical material, an expert questionnaire was used, developed according to the recommendations [1; 2; 3; 4] The content of the questionnaire was formed in such a way that the answers to the questions posed gave the necessary ideas about the theoretical and practical aspects of the training in question and made it possible to evaluate the effectiveness of the existing system element by element and as a whole. Academician of the Russian Academy of Education V.S. Lazarev, in the organization and conduct of the examination - prof. E.I. Artamonov. Two groups of experts took part in the analysis and assessment of the state of university practice in preparing future teachers for innovative activities. The first group of experts answered the questions

of the questionnaire. The group included professors from universities involved in the training of future teachers. The experts had the degree of doctor and candidate of pedagogical sciences, publications on the problems of pedagogical education. 202 teachers from universities in Moscow, St. Petersburg, Voronezh, Yekaterinburg, Kazan, Khabarovsk, Chita, Birobidzhan, Novosibirsk, Tomsk, Barnaul, Chelyabinsk, Perm, Saransk, Kursk, Penza, Ryazan, Tambov, Vyatka, Ishim, Kurgan answered the questionnaire, Yaroslavl, Armavir, Kolomna, Kostroma, Lipetsk, Maikop, Sochi, etc. The second group of experts worked with the results of a questionnaire survey of experts from the first group. Its tasks included interpreting the data obtained, highlighting the main problems, revealing the causes of their occurrence and the consequences they cause. The expert group was formed from among the participants of all-Russian and interregional scientific and practical conferences devoted to the problems of training teachers. From 12 to 22 researchers took part in discussions of various aspects of the problem of preparing future teachers for innovative activities. The total number of participants in such discussions was 118 people. The work in the group was organized according to the following scheme: presentation by the leader explaining the main tasks of the examination; presentation of questionnaire data; discussion on each element of the system for preparing future teachers for innovative activities; summarizing the discussion. The main requirement adhered to by the experts was as follows: the discussion of a particular issue was completed after the conclusions and judgment were approved by more than 70% of the participants in the discussion.

Discussion and results. During the individual examination (assessment of the experts of the first group) and collective examination (assessment of the experts of the second group), the following were analyzed as the main elements of the system of preparation for innovative activity: - value-semantic orientations of preparation; - content of training; - the structure of the preparation process; - pedagogical tools; - organizational and pedagogical conditions.

Value-semantic guidelines of training

The effectiveness of goal-setting in the specified area of professional training was analyzed and evaluated according to the following criteria: (1) completeness (consistency) of value-semantic guidelines of preparation for innovation activity, (2) consistency of value-semantic guidelines at different levels and in different links of professional education, (1) compliance of the result of preparation for innovative activity with its main target orientations. Value-semantic orientations interested us in two respects: as the most important characteristic of the design of the pedagogical system, and as a key element of its organization and management. In the analysis, we proceeded from the following sufficient obvious fact: the creation and functioning of a unified system of professional training for innovation activities involves special goal-setting on the scale of the entire educational process and the coordination of private goals of disciplines of different cycles. The first thing that attracts attention is that absolutely all the interviewed teachers (experts of the first group) recognize the unconditional relevance of training modern teachers for innovative activities in the field of education ("very important, and this should be given special attention"). Thus, the social demand for the readiness of teachers to improve various aspects of the educational process is recognized, as well as the conditionality of this readiness by factors of professional self-development and professional self-realization.

At the same time, if we consider the preparation for innovation activity from the position of "social need - expected result", then significant differences are found between the social order and its practical implementation. This is confirmed by the answers to the questions posed regarding the real results of the training in question. When assessing the state of the current practice of preparing future teachers for innovative activities, only 18% of respondents believe that it "partially does not meet modern requirements." Most of the experts were more categorical: "partially meets modern requirements" - 72%, "completely does not meet modern requirements" - 10%. None of the experts

gave an assessment of “fully meets modern requirements”. Indicative in this regard are the answers to the question “What proportion of graduates of the pedagogical profile leave the university prepared for innovative activities at the proper level?” The position “all or almost all” was not supported by anyone. Only 4% of experts believe that most of the graduates are prepared for innovation activities at the proper level; 44% noted that in the total mass of graduates, a smaller part was prepared and 52% - a few. Since the question about the state of the existing system of preparation for innovation activity” and the question about the share of graduates prepared for innovation activity correlate with each other, the answers were expected to have similar results. At the same time, a seemingly fundamental discrepancy arose in the assessments: 18% of respondents assess the training of students as a whole positively (as partially inappropriate to modern requirements) and only 4% recognize the readiness for innovative activities of most graduates.

The necessary clarifications of the obtained results were made in the course of specially organized discussions with the experts of the second group at round tables and breakout sessions of scientific and practical conferences held on similar issues. In particular, it turned out that in this case, when evaluating the preparation of students for innovative activity, the expert teachers had in mind the possibility of reconfiguring the entire system of professional education of teachers with the necessary focus on the practical tasks of innovative activity. When evaluating the professional training of future teachers in terms of “Value-semantic guidelines for preparing for innovation activity”, we were interested in the question: how prepared are university graduates for solving the main tasks of innovation activity, which part of them can productively participate in the creation and implementation of programs for the development of an educational institution at the place work. The survey data for this part of the questionnaire are presented in Table.

Conclusion. In conclusion, we emphasize once again that the presented groups of problems have a hierarchical structure “conceptual model - goals - content - structure - pedagogical tools - organizational and pedagogical conditions”, the solution of which (in each group of problems and in the presented sequence as a whole) is focused on creating an effective systems for preparing future teachers for innovative activities.

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