EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS)
ISSN2660-9630
www.ejlss.indexedresearch.org Volume 23, November-2022 ||

Preparing Future Teachers for Innovative Pedagogical Activities

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Abstract: *In this article, future school, university, academy teachers to innovative professional activity an opinion about the unique pedagogical and psychological features of the training process held. It is also pedagogical in preparing them for innovative professional activities description of practice, best practices and issues of cooperation with parents mechanisms of training of future innovative pedagogues are envisaged.*

Keywords: *pedagogical practice, competence, creative approach, pedagogical situations, advanced experience.*

Date of Submission: 23-10-2022 ***Date of Acceptance: 29-11-2022***

Main part: Achieving the goals set for the public education system, students organize various activities; make them knowledgeable, polite, faithful, hardworking, the responsibility of the pedagogue-educator is to raise him as a perfect person. For this reason, as a direct continuation of reforms in the field of public education many programs have been approved by the Ministry of Public Education of the Republic of Uzbekistan. People This state curriculum of the educational institution of the Republic of Uzbekistan in accordance with the State requirements for the development of school-aged children is a developed normative-legal document, in which the Public Education Institution goals and tasks, the main ideas of educational activities are expressed, as well as the main one in the transition of the child to the next stage of education competencies are defined. This, in turn, is pedagogical in the public education system that the processes need to be organized on the basis of innovative pedagogical technologies requires.

The use of didactic games in teaching helps to improve the quality of knowledge, better assimilation and consolidation of educational material, teaches us to highlight the main thing, to generalize. The assimilation of the material during the game does not require voluntary memorization, increases its emotional perception, and avoids overloading students. The game reduces the psychological stress that arises in the classroom, built in a traditional way. The results of the game provide feedback; give the teacher the necessary information to correct the knowledge and skills of students [4]. Taking into account the role of play in teaching and educating students, we set the goal of our research - to study the methods of preparing students in the classroom according to the methodology of teaching physics for the use of gaming technologies in teaching physics at school. The implementation of game activity in teaching students is ensured by the following requirements for it: - organized as a relatively independent and variable; - viewed as integrative, managerial and creative; - various elements of the learning environment (didactic tools) are used to interact with students. The logic of the stage-by-stage design of game activity involves the identification of individual differences among students (interactivity) and the development, on this basis, of

strategies for organizing their pedagogical training that implement the concept of game learning. At the first stage of pedagogical training, the main attention is paid to the formation of an appropriate group of playing skills, methods of creative play activity and ideas about the specifics of the teacher's play position when organizing learning on a play basis, as well as fostering an emotional-value attitude to play culture in general. At the next stage - the development of an integral system of knowledge (factual, conceptual, procedural and technological) about the game, the development of experience in performing social roles and functions, the education of cognitive independence. The next stage in preparing students for organizing game activities in teaching physics is independent work on the application of theoretical knowledge in order to develop tasks for training games. These tasks are developed by small groups of students and presented at laboratory and seminars on the methods of teaching physics, where they are discussed. Students develop such tasks on all topics of the school curriculum in physics. In the methodological "piggy bank" of students, didactic materials are accumulated, which they can use when developing scenarios for role-playing and business games. At the final stage, the teacher's playing position and his focus on play are improved and developed, the development of methods of creative play activity and the operation of play, the upbringing of subjective personality traits. In a lecture course on the methods of teaching physics, students are introduced to the classification of didactic games. The most used in the practice of teaching physics are: - training games: dominoes, bingo, crosswords, puzzles, board games, story-tasks, etc .; - role-playing games: situational tasks, creative educational projects, press conferences, disputes, dramatizations, etc.; - cognitive and control games: entertaining quizzes, tests, etc.

CONCLUSION

Cooperation with parents and the community is also important in organizing and managing the teacher education process. The role of the pedagogue-educator is incomparable in determining moral qualities such as diligence, thoroughness, intelligence, diligence, responsibility in children, and they perform such a responsible task with higher pedagogical education. Tchey should understand it during their studies in their institutions.

It can be seen that all pedagogues working in schools are setting difficult tasks for educators. Therefore, it is necessary to systematically develop the scientific worldview and high moral qualities of the future pedagogues, as well as the ability to behave appropriately in the team and society.

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