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Preparing Future Preschool Education Teachers to Innovative Activity

Key words: *preschool education, teachers preparing, higher education, innovative activity, pedagogical innovation, innovative education.*

Annotation: *the article deals with the problem of training future teachers to work in pre-school education through their focus on innovative activities at the stage of university training.*

One of the disadvantages of pedagogy of higher education is that the process of formation of the future teacher does not model the structure of innovation. Purposeful study of pedagogical innovation in the existing educational standards of higher education is not provided. Students of teacher training institutions at best focus on a creative approach to cutting-edge pedagogical experience that allows them to understand his idea, not technique, to identify features of universal, special and single. This does not contribute to the development of innovative education. Therefore, there was a need for a special system of training future teachers to work in pre-school education through their focus on innovative activities at the stage of university training.

In order to prepare future teachers for innovation, a lot of research is conducted, special courses of pedagogy, methods of solving innovative problems are developed.

V. A. Slastenin and L. S. Podymova suggest the following sequence of training of future teachers for innovative activity.

I. stage — development of creative individuality of the teacher, develop the students' ability to identify, formulate, analyze and solve creative pedagogical problems, as well as the development of the General technology of the creative drive can transfer previously learned knowledge and skills in new situation, vision of a problem in a familiar situation, a new function object, defining the object structure, the vision of alternative decisions or his ways, combine previously learned methods with new activities in relation to the problem, the development of critical thinking.

II. stage-mastering the basics of the methodology of scientific knowledge, pedagogical research, introduction to innovative pedagogy. Students get acquainted with the social and scientific prerequisites for the emergence of innovative pedagogy, its basic concepts, creatively interpret alternative approaches to the organization of the pre-school, study the main sources of alternative school development, get acquainted with different types of innovative educational institutions, etc.

III. stage-development of technology of innovative activity. Students get acquainted with the methodology of the author's program, the stages of experimental work at the pre-school,

participate in the creation of the author's program, analyze and predict the further development of innovations, difficulties of implementation.

IV. stage-practical work on the experimental site for the introduction of innovations in the pedagogical process, the implementation of correction, tracking the results of the experiment, self-analysis of professional activities. At this stage, the innovative position of the teacher as a system of his views and attitudes towards innovation is formed.

Thus, this construction of the educational process helps to solve the problem of preparing future teachers for innovative teaching activities.

One of the conditions for the preparation of future teachers for innovation is the formation of a pedagogical university developing educational environment in which the optimal conditions for the development of the subjects of learning the ability to self-education, self-determination, independence and self-realization on the basis of individualization of education.

New approaches to the organization and conduct of pedagogical practice, historical and pedagogical analysis of pedagogical practice, allowed us to identify a number of basic ideas in the organization of pedagogical practice, such are:

- 1). the idea of multifunctionality in the activity of the future teacher in the period of pedagogical practice;
- 2). realization of the idea of pedagogical practice on the basis of competence approach;
- 3). the idea of mastering innovative aspects in professional activity;
- 4). the idea of organization of continuous pedagogical practice;
- 5). the idea is to understand pedagogical practice as a cultural phenomenon and as a means of formation of professional competence of the future teacher.

The sequence of teacher training for innovation:

The first stage is the development of creative individuality of the teacher, the formation of students' ability to identify, formulate, analyze and solve creative pedagogical tasks, as well as the development of General technology of creative search: independent transfer of previously acquired knowledge and skills in a new situation, the vision of the problem in a familiar situation, the new function of the object, the definition of the structure of the object, the vision of an alternative solution or its method, the combination of previously learned methods of activity in a new application to the problem, the development of critical thinking.

The second stage-mastering the basics of the methodology of scientific knowledge, pedagogical research, introduction to innovative pedagogy. Students get acquainted with the social and scientific prerequisites for the emergence of innovative pedagogy, its basic concepts, creatively interpret alternative approaches to the organization of the school, study the main sources of alternative school development, get acquainted with different types of innovative educational institutions, etc.

The third stage is the development of innovative technology. Analyze and predict the further development of innovation, the difficulties of implementation.

The fourth stage - practical work on the experimental site for the introduction of innovations in the pedagogical process, the implementation of correction, tracking the results of the experiment, self-analysis of professional activities. At this stage, the innovative position of the teacher as a system of views and attitudes towards innovation is formed.

The main factor of innovative teacher training is the development of his individual style of activity, as the assignment of innovations takes place at the individual and personal level.

All procedures of innovative and reflective technologies can be divided into the following stages:

- 1-stage of search for new ideas;
- 2 – the stage of formation of innovation;
- 3-stage of innovation implementation;
- 4-stage of consolidation of innovation.

The stage of search for new ideas includes the formation of goals, ideas of innovation, the creation of the image of the future preschool.

The stage of formation of innovation-consists of design in active forms of the course of innovative work, testing of selected innovations, the decision to introduce a new pre-school institution.

The stage of implementation of innovation-involves the creation of conditions for experimental work, reflection of the experiment, correction of the content and introduction of innovations.

Stage of consolidation of innovation - is a consolidation of the image of the updated school in the minds of teachers, psycho-correction and methodological work to improve the innovative behavior of the teacher.

A necessary component in the structure of innovation is reflection, as the knowledge and analysis of the phenomena of the teacher's own consciousness and activity (a look at his own thought and actions from the outside).

The term "reflection" began to be used in 30-40 years of the last century. Analyzing the differences in approaches to the problem, it should be noted that there are two traditions in the interpretation of reflexive processes:

- reflexive analysis of consciousness, leading to an explanation of the values of objects and their construction;
- reflection as understanding of the meaning of interpersonal communication.

In this regard, the following reflexive processes are distinguished: self-knowledge and understanding of the other, self-assessment and evaluation of the other, self-interpretation and interpretation of the other. The most active and multilateral study of reflection is present in the works devoted to the identification of mechanisms of creative problem solving.

Reflection (from lat. Reflexio – appeal ago) – the process of self-knowledge the subject of internal mental acts and States. The concept of reflection arose in philosophy and meant the process of reflection of the individual about what is happening in his own consciousness.

Reflection is not simply the subject's knowledge or understanding of himself, but also how others know and understand the "reflective", his personality traits, emotional reactions, and cognitive (cognition-related) representations. When the content of these ideas is the subject of joint activity, a special form of reflection – subject-reflexive relations-develops.

Reflection on goal-setting in the innovative activity of the teacher has the following characteristics:

- direct analysis-goal-setting from the current state of the pedagogical system to the final planned goal;
- reverse analysis-goal-setting from the final state to the actual;
- goal-setting from intermediate goals by both direct and reverse.

It can be argued that innovation begins with the "struggle of motives", the search for meaning. Sometimes the construction of goals by the teacher begins with clearly insufficient information about the method of building a model of the concept, about the conditions of activity, which can lead to risk in the introduction of innovations.

The teacher's ability to freely carry out goal-setting and to realize its expediency depends on the following conditions:

- from how much the teacher can understand and manage the processes of goal-setting, decompose them into components, monitor these processes-this gives him the opportunity to see himself on the way to building a pedagogical concept, and therefore, to understand more clearly the boundaries of his States and actions;
- in the analysis of the significance of the motive-the ability to recognize the importance of innovation for children and for themselves, the ability to build algorithms to achieve the goal;
- from the confidence, flexibility, adequacy of the teacher's actions in the analysis and evaluation of the results and consequences of achieving the goal;
- from the ownership selection algorithms innovative goal.

Society needs creative thinking people, specialists, and this involves the creative development of modern knowledge. Of course, much can be done with the help of problem training, but it requires more time than explanatory and illustrative methods that transmit knowledge in the finished form. It is necessary to search for new approaches that ensure the effectiveness of training, and it is impossible without innovative activities of teachers. That is why it is so important now to teach this to teachers and change the system of teacher training.