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Preparing Future Teachers of Vocational Education for Innovative Activity in Uzbekistan

Key words: *future teacher, higher professional education, innovative activity, personality-oriented technologies, educational process, special course, increase of teaching efficiency.*

Annotation: *this article reveals the current state, essence and problems of the preparation for the professional activity of future teachers, the content and conditions for the implementation of the personality-oriented approach in the field of vocational education, as well as the materials of the results obtained on the organization and carrying out of experimental work.*

The Strategy for the Further Development of the Republic of Uzbekistan noted the task of "Promoting research and innovation, creating effective mechanisms for the implementation of scientific and innovative achievements", points out that teachers in educational institutions need to organize innovative activities. From the point of view of the full correspondence of vocational education with international standards and the introduction of new pedagogical technologies into the system of training qualified personnel on social order and the implementation of innovation activities, they will contribute to the improvement of the educational process (1).

Studies on pedagogical innovations and teacher training for innovative activities were conducted by many researchers in Uzbekistan and abroad, as D. Yunusova, M. Zhumaniyozova, G.K. Selevko, K. Angelovskaya, M.V. Klarin, N.R. Yusufbekova, M.S. Burgin, L.S. Podimova, V.A.S lastenin, N.D. Mashlykina, E.M. Paciulan, A.K. Ellis, M.B. Kinney and A. Nicholls and others. The results of the study and analysis of research work on the preparation of future teachers of vocational education for innovation show that the scientific and pedagogical foundations, the importance and the potential for the effective use of personal-oriented technologies in the formation of innovative abilities of students in preparation for professional activities are not fully disclosed. This requires studying the process of training teachers of vocational training for innovation based on personal-oriented technologies.

Our studies aimed at fulfilling points of general requirements for the bachelor "On the development of methods for collecting, storing, processing and using information, the ability to make independent decisions in their professional activities" and "On the ability to independently master new knowledge, work on themselves and organize work on a scientific

basis "and the requirements for pedagogical activity" the ability to develop and implement non-standard training exercises using modern information and "the ability to constantly improve oneself in self-education and creative research, in the system of methods, tools and forms of the pedagogical activity" through the use of technologies aimed at the formation and development of the above abilities and orientation of students from the first year on innovative activity, confirmed the correctness of the choice of the research problem. In the analysis of curricula and programs of disciplines of bachelor's degrees in higher education 5111000 - Professional education (Technology of oil and gas industry, Chemical technology, Automation of technological processes and productions) revealed the following problems:

- inadequate use of personal-oriented educational technologies aimed at developing abilities of the future teacher of professional education for independent and creative work, good mastering, from a practical point of view, of the teaching methodology, in teaching general professional subjects;

- not pay attention to importance to the orientation of students on the search and analysis of the new and application in practice in the subjects "Methods of Professional Education", "Educational Technology", "Pedagogical Excellence".

Due to the above mentioned problems and shortcomings, graduates who start working in the field of vocational education face difficulties at the beginning of their pedagogical activity. First, it requires constant work on yourself to form your own teaching methods and the necessary level of pedagogical skill. Secondly, this situation requires the teacher with undeveloped innovative abilities of constant work aimed at the search, analysis and constant use of the most necessary information in the teaching process while teaching the subject.

From this point of view, the future teacher of vocational education must be prepared for innovation from the first year. In particular, if the process of nurturing a student's sense of desire for novelty, the ability to work independently begins with the first years of study, already on the 3-year course in the teaching of pedagogical and psychological disciplines, it will be necessary to orient the future teacher of vocational education for innovation, course - to form skills of independent search for a new one, selection of necessary information and introduction into practice.

Thus, today, it requires teachers of vocational training, skillfully combining vocational and educational quality. That is the teacher of vocational training - is mono-profession is an organic fusion of technical and pedagogical education and corresponding to the objective requirements of a modern system of vocational education (2).

In the course of the research, educational technologies have been developed that allow students of future professors to be stimulated in the process of preparing for the future work of future teachers of vocational education, to stimulate independent action and a constant desire for innovation. The theoretical aspects of these technologies, the possibilities and advantages of their practical application were studied. In the technology of "Activity-Oriented Learning", the idea of forming and developing students' personal and professional competencies is advanced,

through the organization and conduct of a learning process that is oriented toward work, which is important for vocational education.

With the activity-oriented training the following advantages are traced: the student's orientation to professional activity, based on an independent solution of real problem situations, effective planning and implementation of tasks; the basis of actions for primary knowledge, skills and skills of students; the implementation of activities aimed at developing the business qualities of students, professional and personal competence.

The technology of "Activity-oriented learning" is a learning with active participation of students, in which the learning process is organized and managed through coordinated efforts of teachers and students. The basis of this technology training is the learning situation. Learning situations are the elements of a curriculum that specify the learning environment in the process of organizing learning and learning; focus on learning the objectives of training and professional skills, activities; connect theoretical knowledge in the field with practice; show closely interrelated actions.

The technology of "lateral thinking" is a creative approach to learning, which fosters the development of the student's ability to think independently (3). She, with respect to "lateral thinking", "non-standard thinking", changing the point of view and "creative finding of ideas", expands sustainable vertical thinking. The didactic goal of lateral thinking is to develop independent thinking and creative abilities of students in solving problem problems. The methodological goal, unlike traditional forms of information processing, is the creation of alternative, creative, non-standard ideas or proposals.

These educational technologies, when training the future teacher of professional education, contribute to the development of the abilities of free thinking, independent study and analysis, finding the right solution in problem situations, and the formation of search skills, thereby creating a positive result of the process of preparation for innovation.

The above judgments prove the importance of personal-oriented educational technologies in the formation of the future teacher of vocational education as the organizer of the vocational training process, as well as the improvement of pedagogical activity and the strengthening of preparation for innovation activity.

In 2015-2017 years. were selected as experimental groups 4-14 MNGKST (29 students) and 2-14 MKT (21 students) of the faculty "Chemical Technology" of the Bukhara Engineering and Technology Institute, KT (TJA) -391 (24 students) of the "Oil and Gas Faculty" of Karshi Engineering -Economical Institute, 15-KT (KimT-14) (26 students) of the Faculty of "Professional Education" of the Namangan Civil Engineering Institute, only 100 students in experimental groups, and 115 students in the control group. Attention during the surveys conducted during the experimental work was aimed at forming the components of innovation activity among the teachers of professional education (motivational, cognitive, active, sensory-strong, informative and innovative). In the experimental groups, a special course "Innovative processes in education" was introduced into the educational process and research and

observation work was carried out on it. During the study in the control and experimental groups, a table was conducted after the completion of a special course of final testing.

Table 1

The results of the final evaluation after the special course "Innovative processes in education" (academic year 2016-2017)

No	Univer- sity	Group	Number of students	Excel- -lent "5"	%	Good "4"	%	Satisfac- -torily "3"	%	unsatis- -factorily "2"	%
1	BETI	4-14 MNKST	29	6	20,7	19	65,5	4	13,8	-	
		2-14 MKT	21	5	23,8	12	57,1	4	19,1	-	
2	KEEI	KT(TJA)-391	24	4	16,7	12	50	8	33,3	-	
3	NCEI	15-KT KimT- 14	26	4	15,4	13	50	9	34,6	-	
	Total	4	100	19	19	56	56	25	25		

The results of the assessments on the special course "Innovative processes in education" are summarized and shown in the form of a diagram (Fig.).

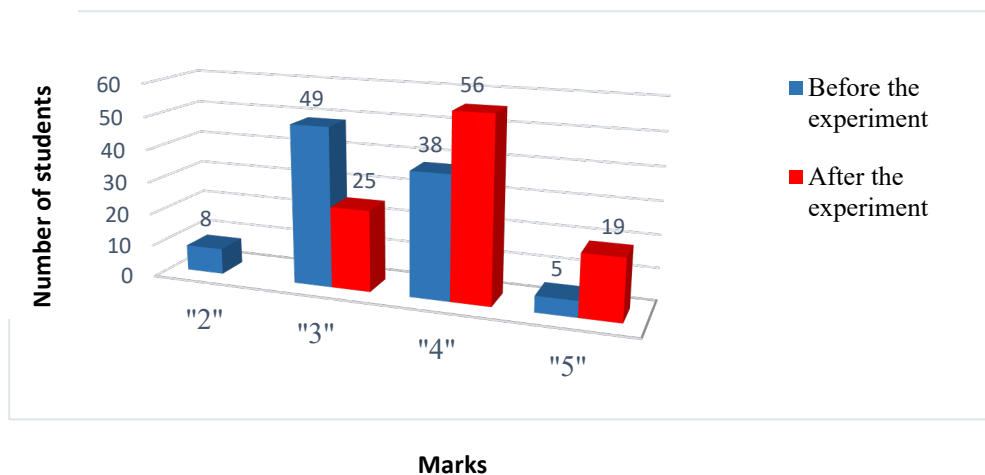


Fig.1 The diagram of indicators of students' progress in the special course "Innovative processes in education"

The results of experimental studies have shown that when conducting a special course "Innovative processes in education" in the experimental groups, the performance indicators are higher than in the control groups, which proves achievement of the research objectives, makes it possible to conclude that the effectiveness of education has increased.

The results obtained and received, within the framework of the research work, made it possible to draw the following conclusions about the training of future teachers of vocational education:

1. The conducted researches and analyzes have shown, that at preparation of the future teachers for innovative activity are insufficiently used the is personal-focused educational technologies.

2. It is substantiated that, subject to the development and conduct of non-standard training sessions by the future teachers of professional education using modern information and pedagogical technologies, the formation of self-improvement abilities, in particular, based on the person-oriented approach, provides the opportunity for preparation for innovative activities.

3. Person-oriented technologies "Action-oriented", "Activity-oriented" and "Lateral thinking", effective and effective for preparing the future teacher in vocational education for innovation, as well as educational materials on the organization of innovative activity, introduced into the educational process published in co-authorship textbook "Pedagogical technologies" and a textbook "The methodology of professional education".

4. A special course "Innovative processes in education" was introduced into the block of additional disciplines of the curriculum of the direction of the bachelor's degree of vocational education, the training and methodological support of the course was developed, and the importance of the effective use of electronic educational resources was noted.

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