



The Conditions for Implementation of Innovative Activity of The Teacher

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Abstract. Changing the position and role of the teacher in the information society, the decrease in the quality of professional training, the need to develop new methods and ways of acquiring the teaching profession, the modernization of pedagogical education leads to a structural and substantive change of the pedagogical education system in our country. First, it was manifested in the formation of an updated image of a modern teacher - a universal professional, a professional mobile, able not only to carry out high-quality training on the subject, but also to learn independently, to master new subject areas and methods of action, ready to communicate effectively with various participants of the educational process.

Keywords: innovation, innovative activity, modern teacher, education system, modern society.

Introduction. The change in requirements for a modern teacher naturally leads to a change in the goals, mechanisms, and means of training future teachers. To describe the main ideas that form the outline of requirements for the process and results of professional pedagogical training, we should pay attention to the projects of the teacher's professional standard and the concept of support for the development of education.

The project of the teacher's professional standard systematizes the conceptual ideas of the teacher's image, role and functions in modern society. Its content includes the basic requirements for the teacher's qualification (the national scope of the standard, which includes the description of the main competencies) and regional (taking into account the socio-cultural, demographic and other characteristics of the region). In addition, in the professional training of a teacher, the requirements of the internal standard of the educational institution and the specific features of the educational programs implemented in it can be taken into account. Therefore, professional training programs for teachers should ensure the formation of the necessary basic competencies in the future teacher and have the ability to complement them in accordance with the specific characteristics of the region and a specific educational institution-customer.

Literature Review. General and specific features of innovative pedagogical activity were studied by R.A. Mavlonova, O. Magdiev, N. Muslimov, B. Rakhimov, S. Ahmadaliev, and others. The approach in the field of innovative research methodology in education today is the research of R.Mavlonova, N.Muslimov, J.Yoldoshev, innovative approach in education based on pedagogical technology N.N.Azizkhodzhaeva, O'.Tolipov, B.Ziyamukhamedov problems of intensification approach in education M. Ochilov, B. Rakhimov's researches reflect innovative issues.

RESEARCH AND DISCUSSION. According to the teacher's professional standard, the main goal of professional pedagogical training is to develop students' ability to learn. In addition, such



training should have a permanent character, be inextricably linked with the main pedagogical activity, and should be aimed at improving one's own pedagogical work. As a quality of personality, a teacher should demonstrate the ability to self-educate in his pedagogical activity, which is manifested in his readiness for change, activity, ability to innovate, pedagogical creativity, responsibility and independence in decision-making. In order to develop self-development skills, professional training programs should include various practices, active research and project activities.

The teacher's ability to learn includes mastering a set of universal meta-science competencies, among which special attention is paid to ICT-competence of the future teacher. ICT competence includes not only the competent use of information and communication technologies to achieve the goals of the educational process, but also becomes a means of effective interaction between teachers and students in the context of the information society. Because of such training, the teacher will be able to effectively form a system of universal educational actions among students, i.e. to prepare his students' ability to learn.

A change in the target instructions of professional pedagogical training naturally leads to a change in the methods of evaluating the quality of teacher training. Evaluation of the pedagogical activity of a modern teacher is carried out on the basis of feedback with consumers (students and their parents) and is integrated, taking into account the level of education, inclinations and abilities of students, their developmental characteristics and real educational opportunities. should be evaluated with indicators. Therefore, the assessment of the quality of professional training of future teachers should be complicated and carried out not only in terms of meeting the requirements of the federal state educational standard, but also in terms of students' satisfaction with the results of pedagogical training of future teachers.

The listed ideas of the teacher's professional standard include changing the mechanisms of professional pedagogical training. The main outlines of the possible mechanisms for the modernization of pedagogical education are available in the draft concept of support for the development of pedagogical education.

The attitude towards the training of the "universal teacher" who ensures that the students master the pedagogically adapted science foundations, various social experiences for the development of the student should lead to an increase in the social attractiveness of the pedagogical profession. For this, it is necessary to solve a number of problems of modernization of pedagogical education:

- increasing the variability of pedagogical training programs (the emergence of the opportunity to enter the pedagogical profession for persons with basic professional training in another field);
- Creation of the "universal bachelor" system, which allows receiving basic higher «bachelor» education and consciously choosing a pedagogical profile in the last courses of education;
- Significantly increasing the share of practical training of teachers, supplementing the educational process with modern technologies;
- Development of networking of educational and other organizations to improve the quality of professional training;
- Creation of an independent professional certification system for teachers, as well as support for graduates and development of a teacher's career.



Thus, the project of the concept of support for the development of pedagogical education offers innovative mechanisms and methods for improving the quality of pedagogical training and pedagogical education. Many of these tasks are not innovative, widely used in educational practice, or well-known methods of practical implementation have not been developed. Their development and implementation requires active innovative activity of all participants of the educational process, first university and schoolteachers.

The innovative activity of the teacher is a complex integrated type of pedagogical activity aimed at ensuring innovative development and improving the quality of vocational education by developing and applying various innovations in the process of professional training of future specialists. In other words, it is an activity aimed at using various innovations to improve the quality of professional training.

Conclusion. Under the teacher's readiness for innovative activity, personal (great efficiency, ability to withstand the influence of strong stimuli, high emotional state, readiness for creativity) and special qualities (knowledge of new technologies, new methods of teaching and upbringing) necessary for this activity mastery, the ability to develop projects, the ability to analyze and determine) understanding is a habit. Innovative forms of methodological work include business games, brainstorming, innovative creative micro groups of teachers, as well as educational seminars conducted in a new way based on open classes, teacher councils and other methodological activities.

The innovative activity of the teacher consists in starting the development of developmental innovations, introducing new forms, methods, methods, tools, technologies, programs into the educational process. Practice and learn, use your personal experience and knowledge. Thus, innovations are improved old techniques and technologies.

Literature

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