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PEDAGOGICAL CHARACTERISTICS OF THE PROCESS OF PREPARING VOCATIONAL TEACHERS FOR INNOVATIVE ACTIVITIES

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ABSTRACT

Modern education faces constant challenges and changes, requiring teachers not only to have high-quality knowledge of traditional methods, but also to be ready for innovative activities. In the context of the rapid development of technology and the scientific society, the need for the development of new approaches to the professional training of teachers becomes more urgent. This article is intended to review the topic and update the problem of preparing teachers for innovative activities, defining the goals and objectives of the research in this article.

KEYWORDS

Pedagogical characteristics, teacher training, vocational training, Innovation activities, teaching methods and approaches, effectiveness of educational programs, success factors, motivation of students, technological changes, development of education.

INTRODUCTION

Theoretical aspects of preparing teachers for innovative activities play an important role in modern education, where constant changes require teachers not only to adapt to new methods, but also to actively participate in the innovation process. Understanding the basic concepts of innovation in education, such as innovation, innovation process and innovative pedagogy, helps to determine the role of innovation in modern education and their impact on the professional activities of teachers [7].

The role of the teacher in the innovation process goes far beyond the simple introduction of new techniques. He is a key player with functions and tasks that include not only the transfer of knowledge, but also the stimulation of critical thinking, the encouragement of creativity and the support of student initiative. In addition, to successfully engage in innovative activities, teachers need to have certain competencies, such as the ability to work in a team, flexibility of thinking, the ability to adapt to changes and evaluate the results of their work [3]. Features of professional training of teachers play a key role in their preparation for innovative activities.

Various models and approaches to professional training, including practical seminars, master classes, research and practice, contribute to the development of innovation competence. They allow teachers not only to acquire new knowledge, but also to apply it in practice, which significantly increases the effectiveness of their professional activities. Thus, the study of these aspects allows us to develop effective strategies for preparing teachers for successful innovative activities in modern education. It contributes to the formation of flexible, creative and highly qualified specialists who are able to effectively respond to the challenges of the modern world and

provide high quality education for future generations [5].

The pedagogical characteristics of the process of preparing teachers for innovative activities is a key aspect in ensuring the effectiveness of the educational process and adaptation to the changing requirements of modern society. This process is diverse and includes several important stages, each of which requires careful analysis and evaluation. The first stage - analysis of existing professional training programs - allows us to assess the available opportunities for preparing teachers for innovative activities. A review of the main programs and courses aimed at developing innovative competence allows us to identify their main characteristics, including the content of the curricula and the presence of theoretical and practical components. At the second stage, the effectiveness of methods and approaches used in the educational process is assessed [4]. Studying the results of using various teaching methods in the context of innovative pedagogy allows us to assess their effectiveness and impact on the professional development of teachers. Analysis of feedback and ratings from students and teachers also plays an important role in assessing the quality of teaching and the perception of the proposed methods. The third stage - identifying the main challenges and problems - allows us to identify the obstacles that teachers face in the process of mastering innovative methods and approaches. Analysis of the reasons for possible failures and ineffectiveness of introducing innovations into teaching practice allows us to identify key aspects that require additional attention and correction. The fourth stage - proposals for improving the training process - includes the development of recommendations for optimizing existing professional training programs and

identifying the key components of successful training of teachers for innovative activities based on an analysis of best practices. This stage allows us to develop specific strategies and measures to improve the process of training teachers and increase their effectiveness in innovative activities. In general, the pedagogical characteristics of the process of preparing teachers for innovative activities is an important tool for a deeper understanding of the features of this process and the development of recommendations for its improvement in order to ensure high-quality and effective education [8].

Factors influencing the success of preparing teachers for innovative activities represent a complex set of aspects that have a significant impact on the process of mastering and applying innovative approaches in educational practice. The first important factor is student motivation. The level of interest and motivation of teachers to master innovative approaches plays a key role in the success of the learning process. Intrinsic motivation, based on the belief in the importance of innovation for improving the quality of education, is a strong incentive to seek new knowledge and skills. The second factor – professional competencies – determines the readiness of teachers to effectively use innovative techniques in practice. The presence of the necessary knowledge, skills and abilities, as well as their updating and development in accordance with changing educational requirements, are key factors for success. Organizational support also plays an important role in successfully preparing teachers for innovation [1].

The availability of the necessary resources and infrastructure, as well as support from the leadership of educational institutions and colleagues in the process of introducing innovations, contributes to

effective learning and the implementation of new approaches. The culture of innovation is another important factor that determines the success of preparing teachers for innovative activities. Openness to new ideas and methods, as well as creating an atmosphere conducive to cooperation, exchange of experience and mutual learning, contribute to the development of an innovative culture in the educational environment. Appropriate educational strategies, including tailoring programs and methodologies to the specific needs of educators and using a variety of teaching modalities, also play an important role in successfully preparing educators for innovation. In general, these factors interact with each other and create a favorable environment for the development of an innovative culture in education, which contributes to the successful preparation of teachers for innovative activities and ensures quality education for future generations.

The study revealed a number of key findings regarding the process of preparing teachers for innovation: Despite the availability of various vocational training programs, many of them turn out to be insufficiently focused on the needs of modern education and the requirements of the labor market. The main factors for the success of preparing teachers for innovative activities are their motivation and professional competencies. However, insufficient motivation of students and unpreparedness of students for new challenges are often noted. Organizational support from educational institutions and management plays an important role, including the allocation of necessary resources and the creation of conditions for the exchange of experience and mutual learning. A culture of innovation and flexibility in educational strategies also have a significant impact

on the success of teacher training. It is important to create an atmosphere that encourages openness to new ideas and encourages experimentation. Based on the above research results, recommendations are proposed to improve the process of preparing teachers for innovation, including revising existing training programs, strengthening the motivational component, increasing the availability of organizational support and developing a culture of innovation in an educational institution.

CONCLUSION

In modern education, training teachers for innovative activities plays a key role in ensuring the quality of the educational process and compliance with the requirements of modern society. Despite the availability of various training programs and methods, their effectiveness is often limited due to a number of factors, such as lack of motivation of students, lack of preparation for change and limited resources.

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