



PRINCIPLES OF DEVELOPMENT OF INNOVATIVE COMPETENCE OF FUTURE TEACHERS IN THE CONDITIONS OF NEW

Jumanova Fatima Uralovna

Head of the Department of Preschool Education Methodology of Nizomiy
Tashkent State Pedagogical University Associate Professor. Uzbekistan
e-mail zumanovafatima@gmail.com tel: +998006914

Abstract

The unique feature of innovative education in higher education depends on the changes in the functions of the acquired knowledge in higher education and the methods of organizing their acquisition. This process does not have the usual memorization, repetition, and is organized in various educational research activities as a creative process. The basis of the educational process is the acquisition of knowledge and methods of assimilation, development of students' abilities. Reforms in higher pedagogical education and its modernization require initiative, creative thinking, and independent thinking from students during classes. The lesson in higher pedagogical education is the main field of pedagogical creativity. The main pedagogical need of the teacher - teaching, delivery - is realized during the lesson. Therefore, the lesson requires an innovative approach, a new approach to the organization of higher pedagogical education. In the process of standardized lessons, the teacher faces an important issue, that is, to attract students to advanced modern knowledge, to move them forward towards innovative education. This will attract teachers and students to work together. For this, it requires that students not be forced into teaching.

Keywords: education, training, skill, creativity, innovative pedagogical cooperation, time, effectiveness of persuasion, psychological effect, self-influence, innovation, teacher, idea, process, result, success.

Introduction

According to the new law "On Education", in the conditions of the establishment of New Uzbekistan, having high spiritual and moral potential, modern professional skills, creative and social activity, logical thinking, armed with the skill of finding rational solutions to problems in life, and fulfilling the tasks of a legal democratic state and civil society. the social-pedagogical idea of training a new generation of experts who can be evaluated fairly, as well as the education and upbringing of personnel who





have a deep sense of responsibility and who are competent in all aspects, who have consciously perfected educational and professional programs, was put forward.

One of the most important aspects of modern education is the achievement of an innovative nature of the pedagogue's activity. In developed foreign countries, the issue of achieving an innovative nature of pedagogue activity has been seriously studied since the 60s of the last century. In particular, H. Barnett, J. Basset, D. Hamilton, N. Gross, R. Carlson, M. Miles, A. Havelock, D. Chen, R. Edem, F. N. Gonobolin, S. M. Godnin, V. I. Zagvyazinsky, V. A. Kahn-Kalik, N. V. Kuzmina and V. A. In the works carried out by researchers such as Slastenin, the content of practical actions regarding innovative activity, innovative approach to pedagogical activity, substantiation of innovative ideas and their effective implementation in practice, and active use of them in pedagogic activity by being aware of pedagogical innovations created in foreign countries and in the republic have been highlighted.

A creative person who understands the need for change in the system of professional activity strives to create something new as a radical innovation (a high level of creative innovation) based on modernization, rationalization or modification. In this case, the teacher takes the position of "creator". In fact, this aspiration of the teacher-creator faces opposition. So that the process of forming the creative maturity of the teacher does not stop:

- creation of a long-term target innovative development program;
- setting the goal not only material, but also spiritual priority;
- the existence of an idea for continuous continuation and improvement of an idea or a radical innovation;
- integration of the process of creation and implementation, in the practice of professional innovations;
- Creating a system of incentives and social protection for the "Creator" and his team.

Innovative stages are conventionally divided according to the composition of the innovative process:

- emergence of a problem based on the objective or subjective, external or internal karama - contradictions of the innovative idea;
- organizing and conducting an innovative process in search of new ideas based on the creative activity of a person;
- taking innovative result-innovation as an important new idea from an objective or subjective point of view. Check out what's new in the community experience:
- adapting new ones to the current practice and turning it into a social standard. [1] In the process of innovation, its variable composition is also distinguished:



Thought - process - result. Based on the analysis of this structure, it will be possible to conditionally distinguish micro-innovation processes that allow to distinguish the main options of innovative technologies.

Option 1. An idea emerges, but the inquiring theorist does not know the process of its implementation and what may result from it.

Option 2. A teaching theorist knows or does not know what is needed to achieve a new result, based on what idea and how to organize the process of creating a new problem.

Option 3. The teacher has an idea of a theoretician, the technology of the process is known, but he does not know what the result will be.

4 options. The teacher-theoretician knows the result, has experience with the innovation (process), but the idea is not clearly formulated.

5 options. There is an idea, and the teaching theorist sees the desired result, but procedurally does not know how to achieve it.

Thus, the innovation process takes place when there are three components: an idea, the process of its development, and obtaining a new result [2].

However, in pedagogical practice, the teacher does not always have the opportunity to create new things based on these three components. A teacher who is familiar with professional innovative activities should have the appropriate motivation, knowledge of innovative processes, the ability to design pedagogical effects and the skills not only to use certain technologies, but also to improve them.

That is why the important qualities of a teacher are to have deep knowledge and special skills, the inner qualities of creativity and self-control are of great importance. The following components can be distinguished in innovative activity: expected results of its formation among students - future teachers, goals: creative, cognitive, motivational and procedural. The motivational component belongs to the motivational field - the desire to carry out educational and professional actions regardless of existing stereotypes, suggested recommendations and examples, the desire to feel creative joy and joy in the process of solving professional problems, satisfaction with the solutions found, striving for the creative process, leading motive - interest is considered.

The motivational component of innovation, sensitivity to innovation, has a creative direction. It is known that creativity refers to a special ability to use information given to tasks in different ways and at a fast pace. This is the ability to wonder and learn, the ability to find solutions in non-standard situations, attention to discovering new things and the ability to deeply understand one's own experience. In the main areas of individuality, the signs of creativity include the following, in the intellectual area: flexibility, fluency, originality, elegance, criticism and non-standard thinking; in the





motivational sphere: striving to transfer intellectual needs, paying attention to the independent search for solutions to problems, in the emotional sphere: feelings and self-awareness; in the practical field of science: intellectual and communicative ability, the ability to work together in new, perhaps unprecedented situations; in the existential field: realizing oneself as a creative individual, one's place in social education and professional activity, realizing one's creative potential, having a free position in educational and scientific activity; in the field of self-management: reflection in the creative process, managing thoughts, directing the thinking process in the right direction, creating independent conditions for one's creative activity [3]. The cognitive component is characterized by knowledge of conceptual pedagogical models of education and training.

To do this, the development of intellectual pedagogical thinking (the ability to analyze pedagogical facts, events, processes, systems, the ability to creatively adapt, critically, systematically, actively, sensitively think in pedagogical situations) pedagogical erudition, intuitive improvisation, pedagogical vigilance and hearing, pedagogical prediction, imagination, pedagogical observation, pedagogical creativity, sanogenic thinking (the ability to direct professional actions, mistakes, calculations into an optimistic channel); the ability to repeat and master new knowledge, types and forms of activity and techniques of organization and management.

The procedural component includes methods of mastering innovative activities. The ability to organize and participate in interactive forms of academic professional activity. Analytical, prognostic and reflective skills. Signs of this component in various fields. In motivation: the motivation for professional activity, the desire to learn the latest technologies, the desire to learn best practices, to achieve a high level of pedagogical skills, the motivation to achieve success in professional activity, the desire to communicate with students and their parents, the desire to be recognized by colleagues in the teaching staff, etc.

One of the characteristics of pedagogical cooperation is to remove the student's fear in the lesson, to ensure his free and courageous participation, to convince him of his strength, to look at him as a serious, creative person. It is advisable to announce the idea of a specific goal in the lesson. Working with students in the spirit of cooperation, setting them a specific goal, convincing them of the complexity of this goal and its implementation - builds their self-confidence and the ability to solve a specific, difficult problem.

During the course of the lesson, it is desirable to develop the student's memory, logic, imagination, and thinking skills, not limited to conversation. Because the formation of students' creative thinking helps to eliminate inconsistencies and defects in their





personal qualities. Free thinking develops in them. As a result, even if the students know little about the topic, the teacher who is active in the discussion, regardless of the lesson, should explain each topic clearly, clearly and succinctly, without touching on any unnecessary and superfluous things, and at the same time, he should teach students to evaluate themselves individually and collectively. must

During the lesson, the teacher should use such methods that students feel themselves as individuals. This is an example of how each student gets his own grade in each lesson and chooses the questions himself. Everyone is protected in his group, no one doubts his knowledge. On the basis of the innovative activity of the teacher, the oratorical skills take a primary place:

- The skill of asking questions;
- Listening skills;
- Ability to explain in body language;
- Story-telling skills;
- Ability to store information in memory and transfer it, etc.

Time plays an important role in the innovative activity of the teacher. Time management;

What is time? Why? How? "Time thieves" prevent us from becoming successful people. "If you don't manage time, it will fly away," says Cyril Parkinson. About time, Vilfredo Pareto says in the 80/20 rule, "A person spends 80.0% of his life on small, unnecessary tasks, and 20.0% on important, urgent tasks." David Eisenhower states that the essence of the matrix is to categorize things into important-not-important, urgent-irrelevant.

If we take skill, creativity, and innovation as the basis for the teacher's innovative activity, then we will answer the following questions by focusing on the technology of the IMAK-Ishantirish school:

1. Persuasion of students and its forms.
2. Types of pedagogical - psychological influence.
3. Self exposure.
4. Self-training.

Abstract: Persuasion of students and its forms, types of pedagogical-psychological influence, self-influence and self-training are discussed in the lecture.

Persuasion is the ability to influence a person's system of knowledge, worldview, behavior, behavior and partially change it. Persuasion and trust can be real or fake. Since real trust and faith affects the way of life of a person, his mental state, will and conscience, a person defends his trust and faith, and sometimes he is ready to die.

We know from history that the hero of the people, an ordinary shepherd, Shiroq, sacrificed his life to save his country from invaders.





False confidence is formed as a result of negative behavior and experiences accumulated under the influence of the surrounding people. False confidence and belief False confidence in the following forms appears as a result of wrong, impure behavior of the people around the student: Living by honest work, as you know, is difficult. Therefore, certain categories of people try to marry in various impure ways. Confidence and persuasion have three components, which are reflected in the student's knowledge, feelings, and behavior.

1. Knowledge. It consists of a collection of knowledge about manners, behavior, manners from the student's parents, educators and pedagogues, artistic literature and other sources. It is beneficial for students to have a roundtable discussion about the lives, achievements, and ideals of Eastern and Western thinkers and famous people. As a result, knowledge about trust, faith, hard work, patriotism, friendship, duty, conscience and other moral concepts are instilled in students in spirituality and enlightenment classes.

2. Feeling. Knowledge about trust, persuasion, belief is given with the help of convincing, real examples, and this knowledge has a good effect on students when it is given by the teacher in an emotional way.

3. Behavior. To apply the knowledge of faith and belief in life, he must have seen this knowledge in practice - in life (in his parents, teachers, etc.). In such conditions, theoretical knowledge becomes the student's skills and personal qualities.

Ways to build real trust and faith are:

1. Students are taught to compare themselves with others. To meet students with respectable and prestigious people in the neighborhood and district.

2. To show what consequences negative, false confidence, behavior, belief can have in the future.

3. Sustain the student's false belief to a certain extent with logical reasoning. For example: What if nobody works? What if no one reads? a question is asked and the student is required to answer this question.

4. Listen carefully to the student's opinion, objections and questions to the end (do not reject him immediately), try to change his opinion only with convincing arguments.

5. Confidence in the student. To show that you are ready to help him, that you are sympathetic.

6. The teacher should be an example to students with his seriousness, courage, and moral highness.

In order to convince students and strengthen their beliefs, the following conditions are required:





- 1) The method used to convince and influence students (story, conversation, etc.) should take into account the specific characteristics of students in terms of content and form.
- 2) When talking with students separately or in small groups, the teacher should know the individual characteristics of the students and their relationship to life.
- 3) Show examples from real life as much as possible during the conversation or story.
- 4) It is important to believe in the knowledge, concepts and ideas that the teacher himself gave to the students. It is difficult to convince someone else of what he himself does not believe.

In educational hours with students, he should know enough about the current mood, nervousness and mental state of students in order to convince them of something, to have a discussion on some topic. If the students are restless, excited, it is better not to talk about the topic that will excite them even more. Also, in order to convince students of something, the teacher's words and actions should match. If the teacher calls the students to be polite and disciplined, if he does not follow them, such education will have little effect. It is difficult to build trust and faith in students with empty words. Organization of various conversations, meetings, and meetings in the group has a good effect. It should not be forgotten that concepts and knowledge that are not strengthened by action and concrete work remain mere words. Hard work is strengthened by hard work. Human qualities: hospitality, humility, courage, bravery, loyalty, duty, all these are formed by a positive example, by experiencing this feeling. Psychologists, medical workers and other specialists are actively dealing with the problem of psychological influence on students in the pedagogical process, because the process of education and training itself can be considered as a permanent influence of the teacher on the student's psyche, mind, and outlook. In the following years, such directions of modern psychology as psychoanalysis, humanistic psychology, neurolinguistic programming, behaviorism and cognitive psychology appeared, and some of the methods of these currents are entering the general and higher schools.

As a result of the emergence of "psychological service" in higher pedagogical educational institutions, the increase of students' psychological knowledge (improvement of the teaching of psychological sciences in higher schools and training institutions), positive changes are taking place in the psychological interaction between the teacher and the student. There are many types of exposure to students in and out of the classroom: These are differentiated as follows.

1. Depending on the object and subject of influence; a) impact on one person or many, b) impact on the person himself.





2. Influence depending on the activity of the person. a) psychological impact on a person while he is awake. b) psychological impact during natural sleep. c) psychological effect during hypnotic sleep. Some types of psychological influence are actively used in modern didactics. For example; teaching a foreign language to students during hypnotic sleep, even rare stuttering in students can be treated with hypnopedic methods.

3. Pre-planned and unplanned types of psychological impact. a) pre-planned psychological impact on the student is carried out individually or in groups during classes or extracurriculars. It can be carried out in combination with conversation, story and other traditional methods, as well as methods such as psychotraining and autotraining. b) unintended - unplanned psychological impact on students. Such influence methods are usually used in accidental situations, in conflict situations. In order to get out of such situations, the teacher must have mastered several psychological methods well in advance. Uses these methods when necessary. For example, getting out of a conflict situation with a joke, assigning an "important" task to those who have a conflict.

4. Depending on the content of the psychological-pedagogical influence: it is open and implicit. a) Method of open exposure. This form of influence is aimed at correcting and correcting certain actions and behavior of the student, and the teacher expresses his opinion openly. For example: "I know that you are a strong-willed young man, I believe that you will not do such a thing again." b) Closed effect method. In the psychological effect, the main goal is veiled and given in the form of "My daughter will tell you, my daughter-in-law will listen." For example, one experienced teacher tells a story; K. in my group. later it became known that the girl was very close to boys and even smoked cigarettes. Since the girl gets upset very quickly, we organized conversations with all the girls on the topic of "the harm of cigarettes to the girl's organism" - "early sexual awakening and its negative and positive consequences" - and without mentioning the girl's name in the middle of the conversation, we told her I was psychologically affected. The result turned out to be better than I expected. Psychological influence on students has been known for a long time, and these methods were effectively used in the family, in the neighborhood, and in olden times, educational training in madrasahs.

The following conditions must exist for effective psychological and pedagogical influence in the group and outside the classroom:

1. Effectiveness of the given information (material-text).
2. Stability of the psychological situation in the group.
3. The teacher's belief in his own power (emotional influence).





4. Emotional attitude of students to the teacher (respect of the teacher among students).
5. In the process of psychological influence, taking into account the personality and personal characteristics of students.
6. The extent to which the teacher has mastered the technique of influencing students.
7. Availability of necessary (adapted) place, time and other conditions and factors for sufficient emotional impact on students (absence of noise and strangers, no more than 15 students in the room, etc.).

Self-efficacy is very important in the development of a person. Students often struggle with bad habits (smoking, etc.), knowing their negative personality traits and not knowing how to correct them, and their willpower is weak. The teacher should promote the positive aspects of self-efficacy among the students using the example of famous people. Telling the story of physically and mentally weak, disabled people achieving great success in sports, science, creativity and other fields with the help of various exercises has a positive effect on students. Students try to lose their personal characteristics such as shyness, lack of love, self-doubt.

The task of professors and school psychologists is to help them closely. Most of the time, people who are well-educated, well-disciplined, well-mannered, but who are trying to correct some old habits and flaws in their personality are attracted by self-influence. In fact, it is necessary to attract more "difficult" students in the group to such work, to interest them and teach them to have a positive effect on themselves. For this, the teacher's methods of self-influence - "Autogenic training" - (auto-means "to oneself") - self-influence is the ancient roots of exercise, created by ancient Indian yogis (yogis) to mature oneself physically and spiritually. It is a form adapted to the people of our time.

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