

Preparing Future Teachers for Innovative Pedagogical Activity

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Abstract: This article discusses the theoretical and methodological foundations of training future teachers for innovative pedagogical activities. The importance of modernizing the educational process, implementing digital technologies and innovative pedagogical approaches in practice is analyzed. It also reveals the issues of improving the methodological training of future teachers, developing their professional competence, effectively using information and communication technologies, and forming readiness for innovative activities. The study describes the content, structural structure of innovative activities, and pedagogical and psychological factors influencing its development. The existing problems in the process of training future teachers in the higher education system and promising directions for their elimination are substantiated.

Keywords: Future teacher, innovative activities, methodological complex, intellectual potential, scientific and methodological, objective knowledge.

Introduction: Independently thinking, well-rounded people with a broad worldview and mindset decide the fate of our country. Therefore, educating spiritually mature youth worthy of the future is one of the important tasks of today. Our President Sh.M.Mirziyoyev, drawing attention to the need to educate young people in independent thinking, emphasizes: "We will mobilize all the forces and capabilities of our state and society so that our young people can develop and be happy, becoming independent-thinking, highly intellectual and spiritual potential, people who are not inferior to their peers in any field in the world" [1], [1].

Based on the content of innovative activities and innovative technologies, in the educational process conducted on the basis of interactive education, under the guidance of a teacher, the creative potential of students in the field will develop and their intellectual and physical activity will further improve. To successfully manage this process, each teacher must study the features of the educational process in increasing the scientific and creative potential of students, know the types of independent activity of young people and create sources for the formation of

their spiritual and creative skills, and develop methods for increasing the intellectual and creative potential of professionals.

According to V.I. Slobadchikov, innovative activity is a driving, leading, and developing force of the pedagogical team. "Innovative activity is an activity aimed at solving complex problems that arise as a result of the incompatibility of traditional norms with new social requirements, or the clash of a newly formed norm of practice with an existing norm." [2]

"The problem of training teachers for innovative activities arose as a result of the growing dynamics of innovative processes in society. Its analysis includes not only the use of modern achievements in science and technology, but also the processes of searching for innovations, creating, adapting, implementing and re-examining the results obtained," emphasizes M. Jumaniyozova [3]. According to R. Juraev and Kh. Ibragimov, "Innovative activity arises from the teacher's dissatisfaction with his or her own activities. It arises on the basis of the teacher's encountering some obstacle in solving a particular pedagogical task and striving to successfully solve it." [4]

Researcher, scientist V.A. Slastenin conducted research

on the structure of innovative activity and indicated that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological readiness to introduce innovation, new thinking, culture of communication. The levels of innovative activity can be: reproductive, heuristic, creative".[5]

Innovative activity is a process that is manifested through the realization of promising goals. This process requires the implementation and use of modern methods and techniques of teaching in preparing students for professional activity. The introduction of interactive methods and innovative technologies in the educational process in higher educational institutions, modern pedagogical and information technologies change the tasks and role of employees, and lead to the modernization of their pedagogical activities.

Pedagogical characteristics are also of particular importance as another key factor in the development of students' skills in working with modern technologies. These factors also include psychological characteristics. In the development of modern technologies, the modernization of pedagogical activities in the modern education system plays an important role in the independent acquisition of knowledge, skills and competencies related to professional activities by students, the organization and management of their professional activities.

Competency-based education is education provided from the perspective of the student's ability to apply the knowledge, skills and competencies acquired during the educational process in his personal, professional and social activities. The goal of competency-based education is to develop a well-rounded individual who can think broadly and communicate, and who can apply the knowledge, skills and competencies acquired during the educational process in his personal, professional and social activities. Secondary schools are tasked with educating a well-rounded intellectual who, on the one hand, correctly understands the processes taking place around them, and on the other hand, is able to actively participate in the life of society and make a positive impact.

Therefore, an important task is set for future teachers - the formation of an independent thinking personality with the ability to self-realize, a new intellectual level. Such trained personnel, along with the ability to conduct theoretical thinking, carry out creative activities, independently manage their actions and activities, should bear great responsibility in educating the future generation in their pedagogical activities, be a master of general psychology, general pedagogy,

information technologies in education, teaching methodology and be a skilled specialist in their profession.

A student who is educated on the basis of traditional teaching methods often hears, sees, remembers, repeats, and, based on examples, problems and exercises, develops other types of examples and problems based on the samples shown, strengthens his knowledge, skills and qualifications by practically applying the acquired theoretical knowledge. In the educational process, it is almost impossible to pose a problem situation, put forward a hypothesis and its solution, find optimal ways to solve problems, establish communication and relationships. Therefore, when teaching students in the field of computer science, it is necessary to skillfully use active forms and methods of teaching. In some cases, professors and teachers lack leadership skills in this area or cannot be a role model for students as a formed person.

In the practice of methodological preparation, there is a tendency to perform various actions (analysis, evaluation, compilation) with already developed content. Students rarely have to independently design the educational process or compose its components related to specific educational situations. In addition, more attention is now paid not only to working with content, but also to applying it in practice [6].

It should also be noted that there are the following contradictions in improving the methodological preparation of students:

- imbalances between the acquisition of existing methodological experience and the provision and improvement of developmental education;
- discontinuities between specialized disciplines in higher educational institutions that train pedagogical personnel (between methods of teaching subjects in the category of pedagogical disciplines in person-centered education and continuing education, between the competencies established for the discipline of pedagogical technologies in the DTS based on a competency-based approach and the disciplines of general pedagogy, pedagogical skills in methodological preparation in a higher educational institution, etc.

Despite significant changes in the goals and content of modern professional methodological training of students of pedagogical higher educational institutions, students continue to study using textbooks that do not meet today's requirements, and educational literature prepared by scientists from leading higher educational institutions and scientific centers of foreign countries. It is worth noting that over the past decade, State Educational Standards, qualification requirements for the educational

direction, curriculum and composition of subjects have changed several times [7].

Reforming the existing system of methodological training of future teachers in accordance with the innovative processes taking place in higher education, developing technologies for improving methodological training, and new innovative methods based on foreign experience gained by leading higher educational institutions of developed countries is currently an important task in the training of teachers of informatics and information technologies.

A modern teacher is required to have the necessary level of professional competence, as well as to have formed language skills. This, in turn, allows to increase the competitiveness of future teachers.

CONCLUSION

In conclusion, the preparation of future teachers for innovative pedagogical activities is one of the priority tasks of the modern education system. The effective use of innovative technologies, information and communication tools and competency-based approaches in the educational process serves to develop the professional competence of future teachers. At the same time, it is important to improve the content of methodological training, to form independent thinking, creative approach, problem-solving skills and the ability to organize innovative activities in students.

The results of the study show that a teacher ready for innovative pedagogical activities must not only have excellent knowledge of his subject, but also be able to implement modern pedagogical and digital technologies in practice, design the educational process and develop the intellectual and creative potential of students. Therefore, improving the system of training future teachers in higher education institutions based on advanced foreign experiences and modern educational trends, strengthening methodological support aimed at innovative activities, and expanding the digital educational environment are important factors in improving the quality of pedagogical personnel. As a result, the opportunity to train innovative, competitive, and professionally mature teachers will expand.

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