

**TECHNOLOGIES AND OPPORTUNITIES FOR PREPARING FUTURE TEACHERS
FOR INNOVATIVE ACTIVITY THROUGH NON-STANDARD APPROACHES**

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Abstract: This article discusses the technologies and opportunities for preparing future teachers for innovative activity through non-standard approaches, the enhancement of innovative professional activity, new approaches in the field of education, existing forms and tools for educational innovation and the renewal of the educational process, innovations in education and innovative educational activity, the characteristics of a teacher’s innovative work, techniques of creative approaches in pedagogical practice, and the opportunities available within pedagogical activity.

Key words: non-standard, innovation, innovative educational activity, educational process, creativity, pedagogical skills, competence, opportunities.

Introduction. In today’s era of globalization, conducting activities in every field and system based on innovative ideas and technologies has become increasingly important. The creative thinking of teachers and their ability to apply modern pedagogical technologies contribute significantly to the development of their professional competence. This article examines the essence of non-standard approaches, the key principles of innovative activity, and the potential of using interactive methods and modern technologies in preparing teachers for innovative professional practice. Effective methods and challenges of teacher training through creative approaches in modern education are analyzed, and recommendations for addressing these issues are provided.

Before delving into the topic, it is useful to clarify the meaning of the term *innovation*. The concept of innovation (from the Latin *novus*, meaning “new”) first began to appear in research and academic work. Initially, it referred to the introduction of individual elements from one field into another. By studying the patterns of introducing technological novelties, companies adopted “innovation policy” as a comprehensive system aimed at generating profit. This activity has general characteristics, laws, and mechanisms for introducing innovation that apply to various spheres of social life.

In the pedagogical process, innovative technologies involve introducing new elements into the activities of teachers and students, and their application requires the use of interactive methods. Interactive methods emphasize the active participation of every learner and encourage free and independent thinking.

Main Part. It is essential to integrate the content of pedagogical innovations and their application methods into the experience of future teachers. To widely introduce pedagogical innovations into the life of educational institutions, it is necessary to create an environment conducive to innovation, establish a specific moral and psychological atmosphere, and implement organizational, methodological, and psychological measures. For this purpose, future teachers must develop their creative abilities, be systematically equipped with pedagogical innovations, and be trained to analyze and apply innovative methods.

The foundation of innovative pedagogical technology is the collaboration between teacher and learner aimed at achieving guaranteed results based on predetermined goals. In other words, if each educational technology ensures cooperation between teacher and student, leads to positive outcomes, and fosters independent thinking, active engagement, research skills, analytical ability, and self-evaluation among learners, then such a process constitutes the core of effective teaching.

Each lesson, topic, and subject has its own specific technology. Pedagogical technology is an individually structured process designed to meet learners' needs and achieve pre-planned, guaranteed results.

Within educational reforms, the issues of innovation in the educational system have been continuously studied by specialists. However, socio-pedagogical innovations as a factor in the development of regional education systems require deeper examination. This is partly due to the relatively recent emergence of social pedagogy as a rapidly developing field and partly due to the novelty of decentralizing and regionalizing education.

Education—particularly higher education—ensures individuals' adaptability in different stages of social development. Teaching and upbringing the younger generation shape their worldview, culture, and professional knowledge, which in turn form directions of social progress. These factors necessitate the scientific and philosophical study of higher education as a factor ensuring stable societal development at a new stage of progress.

The application of innovations in educational processes opens up new opportunities. Through the use of innovations in teaching and learning, students not only acquire theoretical knowledge but also gain the opportunity to test these ideas in practice. They learn not only theoretical concepts but also how to create new ideas based on what they have learned.

The State is also implementing significant reforms in the field of education. Various interactive methods, pedagogical technologies, and didactic games are being introduced to make lessons more creative and deliver content more effectively.

The main task of future pedagogical specialists is to create favorable conditions for the comprehensive development of learners. Developing students' creativity, directing them toward generating innovations, analyzing problem-based activities, independently identifying problems, and using their potential effectively constitute the goals of creative teaching and reflect the needs of the modern teacher. Thus, the aim is to develop students' creative competence and pedagogical skills and to enhance their creative thinking using creative teaching methods.

Innovative activity is systematic, holistic, and continuous. It designs a new system of activity within practice, completely renews the positions of practitioners, opens new directions, creates new technologies, and leads to new qualitative results—ultimately transforming practice itself. The introduction of innovations is carried out through innovation processes, which involve preparing for and implementing innovative changes.

However, there are challenges in preparing future teachers through non-standard approaches. One of these is the stability of traditional education systems, which makes it difficult to introduce innovations. In many educational institutions, teaching methods are still based on classical approaches, with insufficient attention given to developing creative thinking. Excessive

emphasis on theoretical knowledge during teacher training may cause practical skills to lag behind.

Research shows that preparing future teachers for innovative activity is not limited to increasing their knowledge. It also requires the development of personal approaches, creative thinking, and opportunities for integrating creativity into pedagogical practice. Only then can we prepare modern teachers who meet the needs of a changing society and are capable of applying innovative teaching methods.

Conclusion. The goal of preparing teachers for innovative educational activity is to develop their creativity, inclination toward innovation, ability to engage in continuous scientific inquiry, and skills for independent professional growth. It also aims to improve their ability to use new educational technologies and interactive methods, conduct classroom and extracurricular activities effectively, and appropriately apply pedagogical technologies.

Thus, innovative activity involves conducting scientific research, generating new ideas and projects, carrying out experimental work, and developing new or improved technological processes based on pedagogical technologies.

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