

**TECHNOLOGY OF PREPARING FUTURE TEACHERS FOR INNOVATIVE  
ACTIVITY BASED ON A NON-STANDARD APPROACH**

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**Abstract:** The article provides general information about the technologies for training future teachers for innovative activities based on a non-standard approach, improving innovative professional activities, new approaches in the field of education, existing forms and means of ideas for educational innovation and updating the educational process, innovations in education and innovative educational activities, features of the innovative activity of a teacher.

**Keywords:** Innovation, innovative professional activities, innovative educational activities, educational process, non-standard, creative, pedagogical skills, competence

**Introduction:** In today's globalization, it is important to conduct the activities of each sector and system based on innovative ideas and technologies. Also, teachers' creative thinking and ability to use new pedagogical technologies serve to improve their professional skills. The article covers the essence of a non-standard approach, the main principles of innovative activities, as well as the possibilities of using interactive methods and modern technologies in the process of preparing teachers for innovative activities. Effective methods and problems of teacher training based on a creative approach in modern education are analyzed and proposals are made to eliminate them. In this regard, before delving into the topic, we found it necessary to briefly dwell on the meaning of the word "innovation". The concept of innovation (Latin novus new) began to be used in research and scientific work. At first, it represented the introduction of individual elements from one area to another. Having studied the laws of introducing technical innovations, companies developed "innovation policy" as a whole system in order to make a profit. This activity has common features, laws, and mechanisms for introducing innovations in the voluntary sphere of social life. Innovative technologies are innovations and changes in the activities of teachers and students in the pedagogical process, which require the use of interactive methods in their implementation. Interactive methods are based on the activity of each student participating in the educational process, free and independent thinking.

**Main part:** It is important to instill the content of pedagogical innovations, methods of their application in the experience of future teachers. In order to widely introduce pedagogical innovations into the life of an educational institution, it is necessary to create an atmosphere of innovation, form a certain moral and psychological state, and apply measures of an organizational, methodological, and psychological nature. For this purpose, it is necessary to set the task of developing the creative functions of future teachers, consistently equipping them with pedagogical innovations, and teaching them to analyze and apply innovative methods.

Educational activities will achieve their goals only if they are approached based on the individual abilities of each learner, taking into account their intellectual potential. In addition, it is important for the teacher to have organizational skills, be able to make the right decisions, have the ability to evenly distribute attention, be able to adapt education to the child, and be able to approach each child individually, taking into account his or her individuality. Only if the teacher is skilled can he or she create a social and educational environment for the learner, adapt education specifically to the child, and organize educational processes taking into account his or

her strengths and weaknesses. Respect for the child's personality, objectivity, consistency and systematicity in the educational process, unconventionality and creativity serve to improve the pedagogical process. The future teacher must also have personal, professional and special competencies. The personal qualities of a teacher affect his ability to teach and educate. Today, the "competence approach" to education has emerged as a new research direction. Competence is a Latin word that comes from the Latin word "competere" - I am competent, worthy, worthy, or means knowledge and experience in a certain field. So, it means that a person knows a certain field comprehensively, has experience. "Competence - knowledge, suitability for the profession, qualification, experience, leadership" means to be absorbed in the activity.

Within the framework of reforms in the education system, issues of innovation in the education system are constantly being studied by specialists in the discipline of pedagogy. However, socio-pedagogical innovations as a factor in the development of the regional education system are associated, on the one hand, with the relatively recent emergence of social pedagogy as a science and field of practical activity, which is developing relatively recently, and on the other hand, with the relative novelty of the social trend of decentralization and regionalization of education.

It should be noted that only education, and its important part, higher education, provides the individual with the ability to adapt to different stages of development of society. As a result of training and education of the new generation, the worldview, culture, professional knowledge of young people, future specialists are formed, and directions for social development are formed. These factors require in-depth scientific and philosophical study and research of higher education as a factor ensuring the sustainable development of society at a new stage of development.

The main task of future specialist educators is to create optimal conditions for the comprehensive development of students. Developing students' creativity and directing them to create innovations, analyzing problematic types of activity, independently understanding problems, and using their own capabilities to develop is the goal of creative teaching and precisely this requires the need for creative teaching. Thus, the development of students' creative competence and pedagogical skills, as well as improving their creative thinking using creative teaching methods. It should be noted that there are also problems encountered in training future teachers based on a non-standard approach. One of them is the stability of the traditional education system and the difficulties in introducing innovations into it. Teaching methods in many educational institutions are still based on classical approaches, in which insufficient attention is paid to the development of creative thinking. Also, excessive emphasis on theoretical knowledge in the process of teacher training can lead to the lagging behind of practical skills. Research shows that preparing future teachers for innovative activities is not limited to improving their knowledge. This process requires the formation of their personal approaches, the development of creative thinking and the creation of opportunities for introducing a creative approach to their pedagogical activities. Only then can we prepare modern educators who are able to apply innovative educational methods that meet the needs of a changing society.

**Conclusion:** The goal of fully preparing educators for innovative educational activities is to develop their creativity, desire for innovation, the ability and skills to conduct systematic scientific research and independent work on themselves, to improve their skills in conducting exercises and other work using new educational technologies, interactive methods, and to teach them to use pedagogical technologies appropriately. Therefore, innovative activities are scientific research, innovations, the creation of projects, conducting experimental and test work,

or creating new technological processes or new improved projects based on pedagogical technologies.

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