



## Conceptual Foundations of Teachers' Training for Innovative Activities

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### ABSTRACT

This article discusses the basics of training teachers for independent implementation of innovation in the process of direct work with students in the context of the requirements and trends of our time. The stages of the preparation of the teacher for innovative activities are considered.

### Keywords:

Innovative pedagogical activity, education system, introduction of innovation.

**Introduction.** Cardinal changes in the requirements of modern society and education for the training of teachers create the need for innovative activities in the context of the work of a teacher. Also, the need to prepare teachers for innovation and the introduction of innovations in pedagogical activity is largely due to the development of modern technologies, and in addition – the global introduction of such into the life of a modern person. Including schoolchildren and students.

**Literature view.** Innovation in the context of education and training of teachers for further activities can be described as a process or result obtained in the course of targeted changes that are based on various kinds of innovations. Due to the introduction of these innovations, the improvement of the components of the educational system is ensured. Innovation in the context of pedagogical education is usually an idea, or the final result of research, as well as developments formed in the field of education. With the development of such developments or the practical implementation of ideas, the effectiveness of the constituent aspects of the educational system increases [3].

**Research methodology.** It is known that the development of science is a direct result of education. Based on this belief, a number of reforms are being carried out in the country to develop the field of education, provide it with competent personnel, and develop the content of education based on a combination of national and universal values. We must not forget that the great future of the state lies in educating young people with deep knowledge and pure morals and soul.

**Analysis and results.** Innovative activity of a teacher involves not only the acquisition of knowledge, skills and abilities in this field, but also the acquisition of integrative knowledge and experience in various fields. Innovation also means that a specialist is constantly working on himself, constantly enriching his experience, mastering modern knowledge and information, adapting to the requirements of society and being able to apply innovations in practice.

A teacher who organizes his professional activity on an innovative basis:

- works tirelessly and is enriched with modern knowledge;

- assimilates information on current issues;
- adapts to the requirements of society;
- is engaged in the integration of experience in the specialty;
- can apply the acquired knowledge in practice.

In any society, teachers play a key role in achieving the goal of this society. Such an idea, in turn, imposes social, political, pedagogical, psychological and methodological requirements on the teacher. The teacher must be a professional believer, spiritually and morally mature, rich in worldview, erudite, professionally trained, a master of social communication, deep knowledge of teaching methods and psychological and pedagogical knowledge, as well as an objective assessment of their activities and knowledge of students.

It is important that a modern teacher has a high moral and professional image, high professional beliefs, professional qualities and the ability to properly organize and effectively manage the educational process.

A teacher should first of all have his position as an active member of society and be able to convey it to others. At the same time, it is important to be a citizen who loves and respects his profession, observing the norms and rules of society.

In addition, the teacher must constantly strive for innovation, popularize innovative activity and its effectiveness.

Thirdly, a teacher with professional conviction will be an example for others with his non-standard solutions to problem situations, independent thinking, respect for his profession and science.

A modern educator is required to think differently, to have a new attitude. An integral part of his competence is the level of activity and knowledge [5].

They are determined by social activity - the ability to establish active and healthy communication in the educational process, to show leadership qualities in various situations.

Methodological knowledge is the ability to transfer your knowledge and experience in this field to the younger generation, to apply

teaching methods and various technologies in your work.

Professional knowledge is the ability to master and correctly use their knowledge, scientific methods, deep theoretical and practical knowledge of psychology and pedagogy.

The owner of pedagogical skills achieves great results without much effort, works wonders with the results of his work, creativity is always his partner [6].

The development of pedagogical education in the context of preparation for innovative activity is an important step due to the fact that only with the availability of such training of teachers. In the future, the teacher will be able to carry out innovative activities in practice. To accomplish this task, a modern teacher needs to continuously improve his own skills, mastering new technologies and methods from the field of:

- management;
- psychology;
- IT technologies, etc.

1. In the context of preparing for innovation, it is important to take into account the need to improve the quality indicators of teacher training in general. At the same time, it is necessary to provide conditions for the formation of the image of a modern teacher who would meet the requirements of modern society [2].

2. It is important to understand that in general, the preparation of a teacher for innovation, among other things, implies the formation of the ability to continuously retrain and improve their own skills. This quality determines the teacher's readiness for work in general and innovation in particular. A teacher should always be ready for changes, non-standard solutions, creativity, etc. [1]

In general, there are 4 stages of teacher preparation for innovation.

1. The first stage involves working on the development of the individual creative potential of the teacher, or rather, the disclosure of such. Also, within this stage, the formation of abilities to identify, analyze, formulate and solve specific pedagogical tasks is carried out. Also at this stage, the formation

of the technology of creative search is being carried out.

2. At the next stage, the teacher masters the key methods of scientific cognition, research. At the same stage, an introduction to innovative pedagogy is carried out. During this period, the future teacher learns about the scientific prerequisites that gave rise to innovative pedagogy, key concepts, and other aspects of this field.

3. Only at the third stage begins the direct development of techniques and methods of practical implementation of innovation activities. At this stage, the teacher learns the methodology for the formation of author programs, studies the stages of experimental activity within the framework of work at school, takes a direct part in the creation of author programs, analyzes the effectiveness of use and forms forecasts for the further development of the proposed innovation, and also evaluates possible difficulties associated with the introduction of innovation.

4. At the fourth and final stage, practical experimental activities are carried out related to the direct implementation of the author's development in pedagogical activity. Next, the teacher must track the consequences of using the development and, if necessary, adjust either the process of using it, or the development itself. Next, it is necessary to evaluate the final results of the development and its effectiveness [4].

In the end, it is necessary to highlight the following qualities of a teacher that determine his readiness for long-term innovation:

- the ability to learn from his own and past experience;
- possession of effective methods of comprehensive education of schoolchildren;
- ability to solve problems with the practical application of innovations;
- the ability to work independently in various aspects of such.

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