



Modern Approaches In Training Future Teachers

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Abstract: the article discusses approaches that serve as the basis for the process of forming the innovative competence of a future teacher as one of the system-forming qualities of a modern specialist. An analysis of the concepts “Pedagogical Innovation”, “Competence” was made; the structure and components of the innovative competence of the future teacher have been determined.

Key words: innovative activity, efficiency, personality, innovation, competence, innovative competencies, professional competence, creativity.

Современные Подходы В Подготовке Будущих Педагогов

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Аннотация: в статье рассматриваются подходы, служащие основой процесса формирования инновационной компетентности будущего педагога как одной из системообразующих качеств современного специалиста. Сделан анализ понятий «Педагогические инновации», «Компетентность»; определена структура и компоненты инновационной компетентности будущего педагога.



Ключевые слова: инновационная деятельность, эффективность, личность, новаторство, компетентность, инновационные компетенции, профессиональная компетентность, креативность.

The path to national revival passes through high education and high culture. That is why the level of education and the degree of professional training of personnel should become a measure of the progress of our social development in the 21st century. Education of young people based on national pedagogical traditions in the context of the implementation of the National Program for Personnel Training is of particular importance. The future of society depends on the degree of creative power, mental and physical perfection, political consciousness, practical activity and spiritual and moral development of every citizen of the country.

The emergence of any new branch of scientific knowledge or a new scientific discipline is associated with the study of its origins. Innovative processes in education appeared in various historical periods and determined its formation. A terminological test of the difficulty of a teacher's innovative work has shown that the opinions "innovation processes" and "innovation" are among the ones that appeared in pedagogical science relatively recently.

Key innovation competencies are: ability and readiness for continuous education, continuous improvement, self-training and retraining, professional mobility, desire for new things, ability for critical thinking, creativity and entrepreneurship, ability to work independently and in a team, willingness to work in a competitive environment.

Pedagogical innovation is a continuous and creative process, designed for a long period of time and aimed at transforming pedagogical reality.

Competence is the ability and willingness to solve professional problems, which is then expressed in the competence of a specialist.

The effective implementation of innovative activities of a teacher depends on a number of conditions. It includes the specifics of the teacher's communication,



his attitude to conflicting opinions, his willingness to teach to recognize the rational position in various situations. As a result

The teacher acquires a complex theme (motive) that ensures his knowledge and scientific activity. The motives of amateur performance, self-creativity, self-knowledge and creativity are important in pedagogical activity, which makes it possible to shape the activity of the teacher's creative personality.

An important condition for innovation is the creation of a new communication situation. The new state of communication is the teacher's ability to create his own position of independence, pedagogical science, and a new attitude towards himself. In such situations, the teacher continues to improve through rich forms of teaching experience. The teacher's way of thinking, his mental culture changes, and emotional experiences develop.

One of the most important issues of innovative activity is the personality of the teacher: he must be an innovator, a productive creative person, a wide range of interests, and a rich inner world. Innovation activity consists of motivational, technological and reflexive parts. Teacher preparation for this activity occurs in two directions: the formation of innovative readiness to perceive innovations and learning to act in a new way. In the organization of innovative activities, the cognitive activity of students and its management are of particular importance. Only an erudite and specially trained teacher, based on a deep analysis of emerging situations and awareness of the essence of the problem through creative imagination and thought experiment, is able to find new, original ways and means of solving it.

It is becoming increasingly clear that the pedagogical process (communication between a student and a teacher), if not changed, is supplemented by the educational process, as the acquisition of knowledge and information. The influence of the street is complemented by the influence of the media, not only the old ones - books, radio, television, but also the more attractive and aggressive ones - the Internet connected to mobile communications.

It can be concluded that an innovative approach to organizing educational activities not only intensifies the learning process, but also increases the



motivation of the modern student to study, stimulates his cognitive interest and increases the efficiency of group and independent work, making classes attractive and truly modern.

Thus, consideration of this innovation in education, assessment of its effectiveness and development of mechanisms for its implementation is one of the important tasks facing the scientific community and the use of modern innovative educational technologies, methods, techniques is an objective necessity and condition for achieving high quality modern education. The teacher acts as an author, researcher, user and promoter of new pedagogical technologies, theories and concepts.

The acceptance criterion refers to the efforts and resources expended by the teacher and student to achieve the result.

Effectiveness refers to certain important positive outcomes in a teacher's tool. Pedagogical innovation, by its very nature, should remain the property of mass experimentation. At the same time, the innovative activity of a teacher includes the analysis and evaluation of innovations, the formation of goals and concepts for future actions, the implementation and analysis of this plan, and the evaluation of activities in which the effectiveness of innovative activities is determined by the personality of the teacher.

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