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# IN THE PREPARATION OF TEACHERS OF FUTURE PROFESSIONAL EDUCATION OPPORTUNITIES FOR THE USE OF PEDAGOGICAL INNOVATIONS

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**ANNOTATION:** This article reveals the role of pedagogical innovations in the preparation of students of higher educational institutions for professional activities. It is also highlighted that the personal development of students today plays an important role in their future professional fortunes.

**KEY WORDS:** modern demand, innovation, undergraduate, pedagogical activity, educational efficiency, personality development.

**INTRODUCTION:**The priorities of the "promotion of research and innovation activities, the creation of effective mechanisms for the practical implementation of scientific and innovative achievements", established in the strategy of action for the further development of the Republic of Uzbekistan, indicate the relevance of the issues of the development of the personality of the educational institution. The issues of personal development in the educational process, on the other hand, were mainly interpreted in the context of the upbringing of collectivism, the interaction of the individual and the community. Currently, the socialization of the content of education is gaining popularity, the value of personality spirituality in interpersonal relationships is rising. Also, the definitions given to the concept of" personality " itself imply its development.

On the basis of variative educational technologies aimed at developing their personal and professional qualities (reflexivity, self-activation, creativity, positive "mentoring" and the search and processing of optimal information and the effective use of information technologies in the educational process)in the preparation of vocational education teachers in the world, it is of great importance to teach them to act independently and develop.

Therefore, it is relevant to pay little attention to the development of the student's personality, their orientation towards pedagogical creativity, towards innovation and creativity, and to study the scientific and pedagogical foundations, significance and capabilities of the effective application of personality-oriented technologies in the formation of their ability to carry out innovative activities.

One of the conditions for the development of the personality of the student is the process of organizational education. However, first of all, it is necessary to clarify what exactly "personality development" means. In its essence, the development of personality implies the scope of its capabilities and the range of abilities realized, and as a consequence – the expansion of actions, aspirations, cognitive and social activity. From a pedagogical point of view, the development of personality means expansion in a goal-oriented way in the context of "I can do". The concept of "can do" on its own does not ensure that the student has entered into some type of activity and its success, since it is not accompanied by a certain basis, reason, motivating forces and aspirations. Because, the term" I can do " is not exactly equated to the set of skills. It also covers the aspirations of the individual.

It is considered important to take into account psychological requirements that imply an emphasis on the inner world of development, which has a private logic in the increase in the needs of the person of the educator. The ability to self-development is ensured by the equipment with the means of development, the ability to reasonably own it and their systematic use. We have studied self-development as enriching, perfecting, socializing, moving the individual with his direct participation. Consequently, the educational process should be aimed at the formation and

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improvement of students ' aspirations, first of all, within the framework of a person-oriented approach.

Aspiration is the movement of a person to carry out experiences that are felt as self-indulgences, directed towards the realization of his processes. The very fact that it is possible to move becomes awakening, while the satisfaction of the desire to move encourages an increase in the chances of moving. Speaking about the formation of such aspirations in the conditions of the pedagogical process:

- in the field of knowledge (intellectual development);

– in the field of sensations (the development of emotion) - in the field of emotion, the manifestation of an active partner to another person in his feelings is a priority(the ability to accept the state of one's own emotion, to understand the states of another's emotion).

- in the field of activity (behavior, operational component). Students should talk about the independence of behavior as their known need.

In our opinion, the development of the personality can also be viewed from the point of view of the personal responsibility of the educator for his own success in life, the formation of his willingness to take personal action to achieve certain results in various areas of activity and communication. In the science and practice of professional pedagogy, this problem is solved in many ways in the form of a strictly authoritarian guideline that carries the mental pressure on the counter – open or closed, respectively, which determines its dominance over the individual. Responsibility for its activities can lead to negative results, given not from the point of view of the interests of the individual, his responsibility to himself as a subject of society, but from the outside, on the basis of regulatory requirements.

Hence, the changed socio-economic conditions of the development of society imply the correction of the requirements for the educational system, the goals, directions of its reform, the professional activity of the teacher; increasing the flexibility(flexibility) of the educational system, creating real variativeness in educational systems, more fully accounting for individual requirements and personal capabilities of the educational In particular, the prospects for the development of the educational system are seen in the alternative and individualization of education, in the expansion of forms and types of Education. In other words, it is emphasized that learners need to choose meaningful and prosessual aspects of education and bring the choice closer to the student's real interests and opportunities, using the expansion of the "selection space", both as the content of education and as its forms and methods, types of educational activities.

So, the main task of a higher educational institution that trains specialists in professional education is to create such an educational environment that it should be aimed at training a teacher with modern, high pedagogical skills, capable of conducting innovative activities in the interests of society. In this regard, it is advisable to start preparing the future teacher of professional education for innovative activities from the first stage of The Bachelor's degree. In particular, it will be necessary to awaken in students a sense of striving for innovation, develop the ability to work independently, if it begins from the first years of study, then at the 3rd stage it will be necessary to train the pedagogical and psychological category of subjects by directing the future teacher of professional education to conduct innovative activities, and by the 4th From educational technologies aimed at the individual in the process of implementing all these stages.

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Theoretical analysis of scientific sources has shown that personality-oriented education makes it possible for students to develop abilities such as independent learning, communicativity, cognitivism, creativity, self-development and manifestation (existentialism).

So, personality-oriented education should be organized in such a way that it is aimed at independently solving problems of both educational and social nature for those who receive education. The sense of responsibility of the learner for his achievement and defeat is formed through his independent assessment of the Real situation and his own choice of behavior.

From the above points, it can be seen that today's educator's innovative education depends on the effective use of technology, mainly on the professional training of the educator and his personal experience. It is possible that this is manifested in the insufficient personal training of the educator, the narrowness of his imagination and personal capabilities about the news in the absence of awareness of the educational problem.

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