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THE MAIN COMPONENTS OF THE PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE COMMUNICATIVE AND CREATIVE POTENTIAL OF FUTURE COMPETENT TEACHERS

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Annotation:
The article discusses the important components of the competence of future teachers, about the ideas of teaching in the higher education system, the general features of the implementation of the above ideas.

Keywords: Pedagogy, competence, idea, implementation, thinking, optimization, innovation, activities, processes, stages, integration

Аннотация: В статье рассматриваются важные составляющие компетентности будущих учителей, идеи преподавания в системе высшего образования, общие особенности реализации вышеизложенных идей.

Ключевые слова: Педагогика, компетентность, идея, внедрение, мышление, оптимизация, новшество, виды деятельности, процессы, этапы, интеграция

An important component of the psychological and pedagogical support of the communicative and creative potential of future competent teachers is their preparedness in the system of higher education. Even with the deep interest of the state in the restructuring of general education, it is necessary to radically change the approaches of responsible persons to the training of teaching staff. Determine a long-term strategy for these changes, in which an important place should be occupied by teacher training based on a completely new communicative-creative rapprochement.
Each period of the development of the education system is characterized by its innovative pedagogical ideas, which, in relation to the dominant idea, are internal and external. In the system of higher pedagogical education, programmatic, problem-based, modular, coded and other types of education were innovative ideas.
At the present stage of development of the educational system of Uzbekistan, the following pedagogical ideas are considered innovative:

- personally oriented training (R. Safarova, R. Zhuraev and others);
- humanity, patriotism, humanization and humanitarization of education (M.Kuranov, O.Musurmanova, B.Ortikov, N.A.Choriev, etc.);
- credit system of education (B. Farberman, S. Gulomov, etc.);
- technologization of the educational process (N. Azizkhodzhaeva, B. Adizov, U Nishanaliev, Zh. Yuldashev, N. Sayidakhmedov, U Tolipov, etc.);

- computerization of the educational process (U.Begimkulov, A.Abdukodirov, Sh.Kurbonov, etc.)

- introduction of the ideas of Uzbek folk pedagogy into the educational process (S.Nishanova and others).

Readiness to implement the above ideas to improve the communicative and creative potential of future competent teachers may have the following common features:

. the ability to model the expected situation in the classroom in the process of preparing for the direct activity of the teacher with students;

. the ability to see any of their actions through the eyes of students, seeks to determine how the content and results of their pedagogical actions are reflected in the minds, views of students;

-emotional unity of the teacher and students is the teacher's foresight of the expected situation, the ability to feel the connection of mutual thinking, possible in the classroom and contribute to their development in the future;

. the ability to summarize the subjective experience of each student in the learning process;

. the ability to apply the concept of cooperation, to remain principled and demanding.

The above processes in the priority plan predetermine the teacher's pedagogical views, which contribute to the determination of the ability or inability to implement innovative activities directed from the teacher to the student's personality.

Reliable means of clarifying the implementation of innovative and pedagogical activities, directed by the future competent teacher on the personality and personal relationships, are pedagogical situations and innovative actions in their solution.

We understand innovative action not as external organization and restructuring, but as a product of joint creative social actions, as vital needs outlined in a given industry. Of course, it is necessary to organize, plan, design, observe and reason about it, that is, the implementation of psychological and pedagogical support, where the driving and guiding process is the pedagogical society, which is provided with energy by initiators, activists, creators. The mutual connections of the participants are provided not only by knowledge and projects, but also by lively and innovative ideas that arouse interest among the participants in the process.

Psychological and pedagogical support of innovative and pedagogical activity of future teachers is considered as a complex psychological and pedagogical process aimed at establishing social, communicative and creative ties among all members of society. When analyzing the directions of development paths on the information base of higher education, it can be concluded that the target activities and methods of work of future competent and creative teachers differ from today's fellow servicemen. Their main differences are manifested not in the delivery of knowledge, but in the orientation towards the development of the personality of students, therefore, teachers of the new generation will own developing teaching technologies.

An important role in the innovative pedagogical activity of the teacher is played by the use of innovations in pedagogy, filling his research with new ideas and methods.

It is advisable to group the introduction of innovations according to collections of various bases.

According to the content of the subject, the introduction of innovations is divided into three main groups:

1) technical and technological;

2) productive;

3) social, which include: economic, organizational and managerial, private social, legal.

In relation to the previous means: the introduction of "replacing", "cancelling" innovations. The existing differences in the introduction of innovations in terms of the efficiency and fullness of their implementation are important.

According to the implementation method, they are divided into realizable innovations, that is, by introducing them into experimental, testing, verification stages.

By volume: for the introduction of targeted, systemic strategic innovations.

According to the establishment: the introduction of innovations will be aimed at increasing production, improving working conditions, improving the quality of management of the organization and the quality of products when introducing innovations.

According to social consequences: the introduction of innovations, leading to social costs, leading to social profits.

According to the degree (level) of activity: "active" - used in order to adapt to emerging or previously occurring changes; "initiator" - in order to independently change the implemented innovations being developed, strengthening the desired process.

According to the sources of planning: the introduction of centralized, localized (local), spontaneous (arising on their own) innovations.

In terms of efficiency: introduced and fully used; introduced and partially used; not embedded.

By the duration of the process: time spent on production and design; from the project to the consumer, including the period of time spent on implementation.

There are three types of pedagogical innovations:

1) innovation can be called completely new or previously unknown educational ideas and actions. There are very few such completely new and peculiar innovations;

2) many innovations include adapted, expanded and newly formed ideas and actions, they have a peculiar relevance in a certain environment and in a certain interval;

3) under the conditions of changed pedagogical innovations, in the process of rearranging goals, previously appeared actions rise to the surface and act, since new conditions guarantee the success of certain positive ideas.

Considering the microstructure of the innovation process, scientists note the principle of introducing innovations as a “stage of vitality”, since the introduction of innovations is a process that takes place over time.

The process of creating innovations that ensure its implementation by type of activity involves several stages.

The first stage can be called the birth of a new idea, the emergence of the principle of innovation, conditionally, the stage of discovery. This stage is usually considered the result of fundamental practical and scientific research.

The second stage is the creation of an invention, that is, a material and spiritual product that is reflected in some kind of object-model of something.

The third stage is the introduction of innovation, at this stage the innovation is tested in practice, brought to the end and ends with obtaining sustainable efficiency.

The fourth stage is the spread of innovation, that is, the widespread introduction, the entry of innovation into other industries.

The fifth stage - the dominance of innovation in a particular industry, the emergence of an alternative innovation, ends with a replacement with an effective innovation.

In the conditions of accelerated development of science and technology, the volume of scientific knowledge, concepts and ideas is increasing. If this circumstance occurs, on the one hand, due to the development of science and technology, new industries and sections, which ensures its differentiation, on the other hand, an integration process occurs among disciplines.

Based on the improvement of the communicative and creative potential of future competent teachers, improving the preparation for innovative and pedagogical activities, the study of scientific and practical information about the phenomenon of the unity of integration in education, is determined by the expediency of applying the concepts of a communicative and creative approach to characterize the system of innovative pedagogical and pedagogical preparedness of future teachers . Content analysis of the integration concept, made on the basis of reference literature, makes it possible to highlight the characteristics related to education and uniting all interpretations.

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