

DIRECTIONS AND STAGES OF PREPARING FUTURE TEACHERS TO DESIGN EDUCATIONAL PROCESSES

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The process of informatization in society covers all spheres of human activity. The sphere of education, in particular, the activity of teachers in it, is a vivid example of this. Most of the problems facing education find their solution by ensuring the professional training of teachers. Accordingly, the preparation of future teachers for the design of educational processes is gaining particular relevance. For this, in addition to enriching the fundamental theoretical knowledge of the teacher, it is also important to develop his professional skills.

Keywords: educational processes, ability to choose innovative methods, spiritual-intellectual, new knowledge, methods and technologies, expediency, consistency, scientificity, preparation for designing educational processes.

Today's teacher must be able to select innovative methods necessary for the implementation of educational processes, design educational processes aimed at their application. It is important that the innovative methods chosen by the teacher correspond to the goals of the educational processes. Such methods must serve the comprehensive development of students, taking into account their specific characteristics. In addition to providing knowledge to students, the teacher must educate them based on the requirements of Uzbek society.

future teachers, first of all, can successfully apply the acquired professional knowledge in their practical activities. In such conditions, future teachers are required to be formed as researchers, creators, experimenters who can put their ideas into practice, specialists who have experience in creative activities related to the development of students, who put forward pedagogical ideas and reflect on their own activities. It is extremely necessary to prepare future teachers for the design of educational processes in schools. For this, future teachers are required to have mastered the historical experience of the Uzbek people. It is necessary to provide future teachers with knowledge based on the requirements of the era, and to develop them spiritually and intellectually.

As a result of the analysis of scientific sources aimed at the formation of the skills of designing educational processes in future teachers, we were able to substantiate that the introduction of innovations into the educational process requires the teacher to select and design specific methods of activity. The theoretical foundations of preparing future teachers for cognitive activity related to the design of educational processes were analyzed in the works of VASlastenin, LSPodimov. A number of studies have been carried out in this direction.

Innovations and their types are important in the development of cognitive activity of future teachers related to the design of educational processes. The term innovation was first used by I. Schumpeter. At the same time, I. Schumpeter defined the main task of innovation. In higher education, interest in innovative pedagogical processes and innovations is constantly growing. This is also clearly manifested in the preparation of future teachers for design activities, which

are considered innovative activities. Because innovative activities are the main source of development of professional skills of future teachers.

Cognitive activity in the disciplines of pedagogy and psychology. A group of scientists managed to create the scientific foundations of an active approach. In particular, the research carried out by GP Shedrovsky and his followers is an example of this. They were able to analyze and study innovative processes as a whole, holistically. The analysis of cognitive processes of an innovative nature is reflected in many articles and monographs of BV Sazonov. Because innovation, as a pedagogical phenomenon of a cognitive nature, plays an important role in preparing future teachers for the design of educational processes. The French scientist E. Brunswick divides innovations in the field of pedagogy into 3 types. They are:

1. The manifestation of ideas, research and actions related to education, which always acquire a new character. However, such ideas, having acquired a theoretical character, are rarely applied to pedagogical practice. Their application in pedagogical practice largely depends on the professional skills of the teacher.
2. Modified, improved, and reformulated ideas and actions are more likely to be recognized as innovative. Such ideas have the potential to advance pedagogical processes.
3. Pre-existing ideas become novel in certain situations, resulting in new content and essence of educational goals. Newly created pedagogical situations ensure the successful implementation of these ideas.

UNESCO documents describe the attitude towards innovation as follows: “We emphasize that innovations consist of attempts to change the education system, which implies the goal of consciously and systematically changing the existing system. Innovation does not consist in demonstrating some good, new phenomenon”.

According to VASlastenin, innovation is not only a novelty, but also the process of implementing this novelty. Since innovation refers to a process, the design of educational processes is directly related to innovative pedagogical activity. Projects provide an opportunity for formation, gradual development and obtaining guaranteed results. The period of formation of projects is their birth stage. In educational processes, they are mastered, they are absorbed into pedagogical activity.

In the collection “Innovations in Educational Technology”, published by UNESCO, two types of pedagogical innovations are distinguished: global innovations, such innovations are characteristic of all parts of the education system; partial, that is, innovations of a specific nature, such innovations are characteristic of certain types of schools and educational subjects. Therefore, the classification of innovations based on the broad scope of the educational sphere is of particular importance:

1. News in the organizational sphere;
2. Innovations in the field of technology;
3. Like news about the educational program

Designing educational processes encompasses innovations in educational programs and technologies. Designing educational processes requires the integration of innovations in all three areas.

In higher pedagogical education institutions, the preparation of future teachers for innovative pedagogical activities is of great importance. One of such innovative pedagogical types is the design of educational processes for future teachers. The Asian Center for Pedagogical

Innovations for the Development of Education operates under UNESCO . This center summarizes pedagogical innovations from various developed countries and, together with the International Bureau for Education, presents them to the pedagogical community .

The concept of "innovation" was first introduced into use by cultural scholars in the 19th century. The concept of innovation was interpreted as the quality of assimilating elements of one specific culture into another. By the beginning of the 20th century , this term was directed towards the introduction of new approaches and new technologies in certain areas, including education.

Innovative pedagogy, when compared with traditional pedagogy, is manifested as an expression of advanced ideas and experiences. Today, innovative pedagogy and scientific approaches to the cognitive activity of the teacher are emerging. The main goal of cognitive activity is to reconstruct and systematically develop the existing educational process based on new ideas and technologies.

Designing educational processes for future teachers is aimed at finding effective solutions to existing problems in the educational process. Designing educational processes for future teachers in the context of solving problems in the educational process has an important didactic significance. The design of educational processes for future teachers is a set of new knowledge, methods and technologies that have been absorbed in his experience. The design of educational processes for future teachers should be objective, purposeful, consistent, scientific, and proportional. Before entering the lesson, the teacher should organize his cognitive activity designs, analyzes, and predicts its results.

consideration of the students' existing knowledge, intellectual development, and level of upbringing is a criterion that ensures objectivity in his cognitive activity. Ideology is an important sign of the teacher's cognitive activity. Because he must be able to comprehensively and deeply instill in students the foundations of the national idea in the educational process . Teaching students is a very complex pedagogical process, the effectiveness of which largely depends on the correspondence of the teacher's cognitive activity to the educational goals.

The design of educational processes for future teachers should be aimed, first of all, at developing the student's personality, improving his independent, critical thinking skills , and instilling in him a desire to study. The purposeful development of students, their formation as well-rounded individuals, their choice of a profession they like, their engagement in various activities according to their interests, and their future finding a worthy place in the micro society largely depend on the effective cognitive activities of teachers. Loving, cherishing, treating each student with respect, and creating the necessary pedagogical conditions for their development depend on the teacher's professional skills. The teacher, relying on the principles of humane pedagogy, must apply all pedagogical measures for the full development of the student. Humane pedagogy embodies the norms of cognitive activity. Because, in humanistic pedagogy, new relationships and cooperation between the teacher and the student are expressed. As a result of cognitive activity, the educational process is reorganized using new methods and technologies. The pedagogical encyclopedia gives the following explanation of the term innovation: innovation (eng. innovationas - introduced innovation, invention) – 1. the process of creating previously non-existent objects, structures, values and methods (technologies) of activity, expressing the emerging innovations in signs, images and symbols, and applying them to all spheres of society

and human life through social assimilation and dissemination. 2. The process and activity of introducing innovation, change into the education system in practice.

Innovation is a rapid process that serves to replace the old with the new, and involves the implementation of new projects in various areas of the educational institution's activities, including educational processes. An innovative pedagogical project is an innovative pedagogical idea, idea that has been adopted and divided into parts.

Innovative pedagogical idea - systematized pedagogical ideas, prognosis of the educational process, information. It is clear that the design of the educational process, as an innovative pedagogical phenomenon, embodies new ideas, thoughts and technologies.

the educational process, future teachers should first of all rely on the principle of humanity. The principle of humanity requires the implementation of projects that embody and systematize ideas and values that are important for the life of each student . Because the principle of humanity, as a system of values and moral norms, is of great socio-pedagogical importance. Humanistic pedagogy involves the systematic development of students who are subjects of the educational process, raising an equal, conscious, socially active person. Because the priority goal in the educational process is to educate students as well-rounded individuals. Future teachers are required to deeply master innovative pedagogical approaches and theories based on humanity.

From a humanistic perspective, the design of educational processes should provide for the creation of conditions for students' independent development, acquisition of critical thinking skills, and self-expression. As a result of the design of educational processes using innovative technologies, it becomes possible to create favorable conditions for students to express themselves, realize their natural abilities, act freely, and acquire creative thinking skills.

When preparing future teachers for the design of educational processes, it is necessary to pay attention to their mastery of methods of humane treatment of students. Future teachers should be able to develop cognitive activity as the acquisition of new knowledge and information, the acquisition of new knowledge and skills about the intellectual, physical, and spiritual development of the student; the acquisition of theoretical knowledge and social experience related to the formation of an independent thinking personality , the ability to make important pedagogical decisions in any educational situation; the ability to choose the necessary didactic tools to direct the educational process towards the goal . Future teachers must have the most necessary skills to successfully design educational processes, including real, human relationships between themselves and students, and experience in organizing a developing educational situation.

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