HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

PEDAGOGICAL CONDITIONS FOR DEVELOPING FUTURE TEACHERS' READINESS FOR INNOVATIVE PROFESSIONAL ACTIVITY

Toshtemirova Xurshida Gofurjonova,
Engineer of the 2nd Department, Andijan state university
doi:https://doi.org/10.5281/zenodo.22789643

Abstract. The modernization of education and the rapid development of science and technology require teachers who are able to work creatively, introduce innovations, and organize effective learning environments. In this context, the preparation of future teachers for innovative professional activity is considered one of the important tasks of higher pedagogical education. This article discusses the pedagogical conditions that contribute to the formation of innovative competence among future teachers. The study emphasizes the importance of creating an innovative educational environment, integrating digital technologies into the training process, applying competency-based and student-centered approaches, developing creative and critical thinking, and strengthening professional motivation. The article highlights that the readiness of future teachers for innovative activity is a complex professional quality that includes motivational, cognitive, practical, creative, and reflective components. Effective teacher preparation requires a systematic approach in which theoretical knowledge is combined with practical experience and independent professional development.
Keywords: future teachers, innovative professional activity, pedagogical conditions, teacher education, innovative competence, educational technologies, professional development.

The contemporary educational system is experiencing significant transformations caused by globalization, digitalization, and social changes. These processes have changed the requirements for teachers and their professional responsibilities. A modern teacher is expected not only to transfer knowledge but also to create innovative learning conditions, apply modern pedagogical technologies, encourage students' creativity, and continuously improve professional skills.

The preparation of future teachers for innovative professional activity has become an essential direction of teacher education. Higher education institutions are responsible for developing specialists who can successfully respond to new educational challenges and introduce effective innovations into teaching practice. Therefore, the identification of appropriate pedagogical conditions for preparing future teachers is a significant scientific and practical problem.

Innovative professional activity of a teacher includes the ability to analyze educational situations, identify problems, develop new approaches, apply modern technologies, and evaluate the effectiveness of implemented innovations. It requires not only professional knowledge but also creativity, flexibility, motivation, and reflective abilities.

The concept of innovation has been widely studied in different fields, including education. P. Drucker considered innovation as a purposeful process of creating new opportunities and improving existing practices. In education, innovation is understood as the introduction of new ideas, methods, technologies, and organizational forms aimed at improving teaching and learning quality.

Modern researchers emphasize that teacher professionalism is closely connected with the ability to innovate. M. Fullan argues that successful educational change depends greatly on teachers'

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

professional capacity and readiness to accept new approaches. According to A. Hargreaves and M. Fullan, teachers should develop professional capital through continuous learning, cooperation, and reflection.

The competency-based approach has become one of the leading approaches in modern teacher education. It focuses on developing practical abilities that allow future teachers to solve professional problems effectively. Innovative competence is considered a combination of knowledge, skills, values, motivation, and experience that enable teachers to implement educational innovations.

The development of technological competence is also important. Mishra and Koehler introduced the concept of Technological Pedagogical Content Knowledge (TPACK), emphasizing the necessity of combining technological, pedagogical, and subject knowledge in teaching practice.

Theoretical methods, including analysis, synthesis, comparison, and interpretation, were used to identify the main pedagogical conditions influencing the development of innovative competence among future teachers.

One of the most important pedagogical conditions is the creation of an innovative educational environment in higher education institutions. Such an environment should encourage students' independence, creativity, cooperation, and professional growth.

An innovative educational environment provides opportunities for future teachers to participate in research activities, educational projects, discussions, and experimental teaching practices. In such conditions, students develop the ability to search for new solutions and understand the importance of innovation in professional activity.

The role of university teachers is especially significant in creating this environment. Educators should demonstrate innovative behavior, use modern teaching strategies, and support students' creative initiatives.

Digitalization has significantly influenced modern education. Therefore, future teachers should develop digital competence and learn how to use technological resources effectively.

The integration of digital technologies into teacher preparation helps students acquire skills in designing digital learning materials, organizing online learning activities, and applying interactive educational tools. Digital platforms, multimedia resources, and educational applications can increase students' motivation and support personalized learning.

Innovative professional activity requires teachers who can think creatively and critically. Future teachers should be able to analyze educational problems, evaluate different approaches, and create original solutions.

Problem-based learning, project-based learning, case studies, and collaborative tasks are effective methods for developing these abilities. These approaches transform students from passive receivers of information into active participants in the learning process.

Professional motivation is an important factor influencing teachers' readiness for innovation. Future teachers should understand the importance of innovative activity for their professional development and future career.

Higher education institutions can increase motivation through teaching practice, interaction with experienced teachers, participation in professional projects, and reflection on personal achievements. A motivated teacher is more willing to search for new methods and improve educational practice.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Theoretical knowledge should be supported by practical experience. Teaching practice, microteaching sessions, research projects, and innovative educational activities allow future teachers to apply acquired knowledge in real situations.

Practical experience helps students develop confidence, professional independence, and the ability to implement innovative approaches in classrooms.

The preparation of future teachers for innovative professional activity should be considered a continuous process that begins during university education and continues throughout professional life. It requires cooperation between teachers, students, educational institutions, and society.

A significant challenge in teacher education is the transition from traditional knowledge-based instruction to competence-oriented preparation. Future teachers should not only know about innovations but also be able to create and apply them.

The effectiveness of innovative teacher preparation depends on the systematic organization of educational processes. Universities should provide conditions where students can experiment, reflect on their experiences, and develop professional creativity.

The development of future teachers' readiness for innovative professional activity is one of the key priorities of modern teacher education. This process requires appropriate pedagogical conditions, including the creation of an innovative educational environment, integration of digital technologies, development of creative and critical thinking, strengthening professional motivation, and providing practical experience.

References

1. Drucker, P. F. (2007). Innovation and Entrepreneurship: Practice and Principles. Harper Business.
2. Fullan, M. (2020). Leading in a Culture of Change. Jossey-Bass.
3. Hargreaves, A., & Fullan, M. (2019). Professional Capital: Transforming Teaching in Every School. Teachers College Press.
4. Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017–1054.
5. OECD. (2020). Teachers and School Leaders as Lifelong Learners. OECD Publishing.
6. Schön, D. A. (2017). The Reflective Practitioner: How Professionals Think in Action. Routledge.