

**IMPLEMENTATION OF INNOVATIONS IN THE CREATIVE ACTIVITY OF  
FUTURE EDUCATORS**

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**Annotation:** Create a modern methodology for the activities of preschool educational organizations in accordance with the strategy of action for the further development of the Republic of Uzbekistan, improve state requirements based on a competency-based approach, create educational and methodological complexes of a new generation to improve the processes of activity aimed at their implementation, the use of innovative methods is determined by the level of knowledge and mental development of the teacher. This article outlines some issues of the theoretical basis for improving the system for developing innovative creative activities of future teachers.

**Key words:** education and upbringing, inclusive education, subject-developing environment, adaptations in education.

At present, when the process of mutual integration with the countries of the world is underway, the issue of increasing the creative and innovative activity of members of society is especially recognized as the main factors of development.

This, in turn, as in all periods, improves the system of organizing the process of developing the creative activity of future educators through personality-oriented education and creative abilities. The development of competence improvement is based on pedagogical mechanisms of creative activity, curiosity, responsibility; there is comprehensive support for future teachers, protection of rights and legitimate interests.

An analysis of research into the formation and development of creative activity of future teachers through student-centered education in world practice shows that the development of creative activity of future teachers in a democratic society does not occur on its own; this process is formed as a result of purposefully conducted pedagogical activities and content. It is also characterized by the fact that the discrepancy between modern requirements for the formation and development of creative activity of future educators and their knowledge, skills and competencies, existing competencies of creative activity, does not correspond to the needs of the development of society.

It is known that education and self-education are the most important

a means of human development, and this process must constantly evolve, undergo changes and innovations, which naturally must meet the needs of society. In our opinion, innovation in education implies updating the educational system and introducing new technologies to increase the effectiveness and efficiency of learning. However, in order to understand the logic and expediency of certain innovations and innovations in the educational process, it is sometimes necessary for some time to pass.

The introduction of innovation is a rather serious, labor-intensive and naturally creative process. This is primarily due to a number of difficulties of both theoretical and practical nature. There is always a certain amount of risk along this path and you need to understand that in modern society this process, especially for the younger generation, is inevitable. Irrelevant and outdated educational methods reduce not only the desire of young people to learn, but also the level of their moral, psychological, ethical, social and cultural development.

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At present, when the process of mutual integration with the countries of the world is underway, the issue of increasing the creative and innovative activity of members of society is especially recognized as the main factors of development. This, in turn, as in all periods, improves the system of organizing the process of developing the creative activity of future educators through personality-oriented education, creativity, competence, and initiative of future educators through personality-oriented education.

The study of research into the formation and development of creative activity of future teachers through student-centered education in world practice shows that the use of new innovations in professional activities, the formation and development of creative activity of future teachers is formed as a result of purposefully conducted pedagogical activities. It is also characterized by the fact that the imbalance between modern requirements for the formation and development of the creative activity of future teachers and educators and their knowledge, abilities and skills, and the existing competencies of creative activity does not meet the needs of the development of society.

Preparing a teacher educator for innovative activities with a specific goal is a holistic process. It consists of interconnected and interdependent periods: training in higher educational institutions and postgraduate education, organized on the basis of mutual exchange of practical pedagogical activities in preschool educational organizations. Integration of these periods into the general process of step-by-step development of the personality of a teacher-educator is the basis for his inclusion in innovative activities.

When creating the concept of preparing a teacher-educator for innovative activities, systemic, reflective-activity-based, individual-creative approaches are used as a basis, ensuring the design and implementation of the entire process of forming the personality of a teacher-educator. For example, from the point of view of a systems approach, all levels of teacher education should maximally stimulate the emergence of all components of innovative activity in their totality.

The implementation of the reflective-activity approach involves the development of the teacher's ability to enter into an active research position for the purpose of critical analysis, reflection and evaluation of the effectiveness of the teacher's activities in relation to his own activities and the development of the child's personality as the subject of activity.

Such requirements for the quality improvement of preschool education are, first of all, for the application of innovations in the process of education and upbringing, the formation and development of creative activity of future teachers in the processes of preschool education on the basis of personality-oriented education, the formation of their creative competence and interpersonal communication, entry into relationships, competency-based diagnostics, creativity, cognitive, communicative-acmiological approach and arming with modern knowledge aimed at the practical implementation of information, communication and digital technologies.

To develop the competence of future teachers in creative activities through individualized training, to create pedagogical opportunities for the use of innovative technologies and modern approaches aimed at further improving the quality of preschool education, as well as to form the educational capabilities of preschool educational organizations is carried out by the need to pay

special attention to in-depth study and development of methods for improving quality and efficiency indicators.

Thus, future teacher educators will not only be aimed at improving the quality and effectiveness of preschool education, but at the same time will learn to form creative activity and develop it through personality-oriented education, which will improve their teaching qualifications. processes aimed at learning through an innovative approach.

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