TRAINING OF FUTURE TEACHERS OF GEOGRAPHY FOR INNOVATIVE ACTIVITY

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Abstract: Modern education not to be thought without use of innovative approaches and technologies as interactive methods of training completely answer problems of education of the independent and active personality. In this article questions of training of future teachers of geography to innovative activity are considered, problems of training of pedagogical personnel in higher educational institutions in the called direction are characterized, problems of training of students to innovative pedagogical activity are designated. The author emphasized need of development of scientific and practical bases of the content of training of future teachers, creations of the educational and methodical manuals aiming teachers at innovative activity, strengthening of integration communications between science, education and pedagogical practice.

Keywords: geography, education, pedagogical practice, training of future teachers, psychological pedagogical aspects, pedagogical activity, personnel, the content of training, educational institutions, innovative technologies.

Reforms carried out in our republic in the field of education demanded increase of efficiency of teaching and educational process, updating of personnel structure and preparation of a highly qualified and competitive pedagogical personnel. In "National program for training personnel" problems of further strengthening of resources, personnel and information base of the educational institutions, full ensuring teaching and educational process with new educational and methodical complexes (1997) are designated. Level of training of future teachers of geography to innovative pedagogical activity is directly connected with the solution of the called tasks.

Research and development of scientific bases of training of future specialists to innovative activity is an important component of national model of training in system of the higher pedagogical education and becomes an actual theoretical and practical task as the teacher in society always acts as social, highly cultural, spiritual and moral and professional personality.

In the report at the meeting at Cabinet of Ministers (on January 17, 2014) the President of the Republic of Uzbekistan Islam Karimov, summing up the results of social and economic development of the country for 2013 and submitting the economic program for 2014, emphasized that it is necessary to deepen further reforming in education, to improve educational standards and programs to strengthen material base of schools, lyceums and colleges, higher educational institutions (Karimov, 2014).

These extremely important tasks are assigned to teachers and heads of an education system. After all first of all, the teacher is the performer of the social order on education of harmonious generation.

Social and economic and spiritual, educational transformations, transition to market economy, scientific and technical progress and information globalization demand updating of system of preparation of pedagogical personnel. In modern conditions training provides the solution of the following problems (Inoyatov, 2012):

– in the educational and professional sphere: the social status and role of the teacher, and also theoretical and practical functions in complete educational process are insufficiently accurately defined;
– the psychological-communicative qualities necessary for occurrence of learners and teachers in collective, society aren't fully formed; in insignificant degree norms of social behavior take root into consciousness of the being trained;
– in the field of pedagogical activity: possibilities of expansion of socialization of pedagogical activity are limited;
communication of educational institutions with makhalla committees, public organizations, representatives of mass media, cultural establishments, parents is insufficiently carried out.

The solution of the designated problems is directly connected with improvement of the content of education, introduction of modern methods of training and innovative pedagogical technologies.

In system of training of future teachers of geography in higher educational institutions, and in particular
– in preparation them to innovative pedagogical activity some contradictions were designated. Among them:
– the content of training of teachers of geography at the higher educational institutions and real requirements of pedagogical practice;
– conditions for an independent choice by students of the principles, contents, methods and modern tutorials aren't created by preparation for innovative pedagogical activity, and in the process of pedagogical practice, the knowledge gained by students, skills are a little used;
– specifics of preparation of pedagogical personnel aren't considered; to pedagogical higher educational institutions standardized welfare and spiritual and educational criteria of an assessment of activity are shown;
– requirements of preparation of a highly qualified and competitive personnel don't find full reflection in the contents, forms, methods and means of vocational training of teachers of geography.

Main directions of improvement of the system of training of pedagogical personnel:
– further development of works on creation of new generation of textbooks, educational and methodical literature, electronic educational resources on the basis of innovative technologies;
– continuation of researches on introduction in educational process of modern information and communication technologies;
– strengthening of material base of higher educational institutions taking into account modern requirements;
– purposeful organization of events on development of intellectual, professional and spiritual and moral qualities of future pedagogical personnel;
– strengthening of integration communications between continuous education, science and production.

It is necessary to notice that professional and pedagogical training of the teacher personifies scientific-theoretical, psychological and pedagogical, scientific and methodical preparation, achievement of ideological and political and spiritual and moral level of a maturity. In professional and pedagogical preparation its components supplement each other, are in interrelation. In pedagogical activity the acquired knowledge, skills are realized at methodical level.

Therefore scientific and methodical training of future teacher takes a leading place in its general professional and pedagogical preparation.

At the same time scientific-theoretical, psychological and pedagogical and scientific and pedagogical training of future teacher of geography is directed on innovative activity that is, calculated on perception of pedagogical innovations, their assessment, search of effective ways of application of innovative technologies and formation of the creative person. Requirements of today are that.

The theory of innovative approaches in training appeared in the sixties of XX century.

Its essence consists in creation of teaching and educational process according to the changes happening in society, with orientation to the identity of the learner, in introduction of changes in a control system of education. The concept "innovation" is meant by "innovation", "new idea".

Innovative activity is understood as the rational organization of the pedagogical activity directed on change and development of teaching and educational process for use of new effective methods and modern knowledge.

In the process of training of students for innovative activity the general and professional knowledge, skills of students are improved and develop, their pedagogical and methodical culture increases. This process is carried out with direct participation and under the leadership of teachers of humanitarian, social and economic, all-professional and special disciplines (or with their mediated help – consultations, remote communications).

It is important to define thus what integrated communications of subjects or their sections it is better to use when training students for innovative activity.

In teaching and educational process with application of innovative technologies the following didactic purposes are realized:
– orientation of educational process on the personality, increase of efficiency of development being trained knowledge, the skills provided in the State educational standards;
– increases of level of professional and pedagogical, methodical preparation in respect of orientation of future specialists on innovative activity;
– ensuring active participation of future teachers in occupations with use of innovative technologies, creation of conditions for their transition to the status of subjects of the teaching and educational process, capable to apply the knowledge, skills in practical activities.

Making active role of innovative technologies will be that at their use interest of students to the fullest development of knowledge increases, and deep assimilation of knowledge in turn – a right way to introduction of the advanced pedagogical technologies in professional activity.

The organization of lessons on the basis of innovative technologies adds to life and professional experience of students which they will be able to apply subsequently in own pedagogical practice. In the process of such occupations students acquire valuable knowledge, skills, namely:
– define substantial communication of the studied subject which should be studied;
– together with the teacher and group discuss the "passable" training material, form and express personal opinion, prove scientific positions, ideas;
– show interest to work of others, support classmates in work finishing up to the end;
– despite specific features and distinctions in level of knowledge, work at a cooperation basis, perform tasks collectively or in small groups;
– notice and note the shortcomings;
– learn to listen carefully each other.

Training of future teachers of geography for innovative activity demands the analysis of the maintenance of the training courses connected with psychological-pedagogical and scientific and methodical aspects of preparation, and also development of didactic bases of increase of efficiency of this process.

Introduction of innovative technologies in teaching and educational process is directly connected with the organization of system of continuous education, and also with creation of new generation of textbooks and electronic educational and methodical complexes on the basis of computer technologies. Readiness of pedagogical personnel, and in particular subject teachers to innovative pedagogical activity forms a basis for increase of efficiency of teaching and educational process as a whole (Tolipova, 2006).

Formation of methodical readiness of future teachers of geography in the conditions of innovative technologies provides their different aspects of training from the point of view of scientific-theoretical and psychological-pedagogical, and also continuous personal development.

The analysis of research works and didactic literature in the field shows that if the psychological and pedagogical parties of process of preparation of pedagogical personnel are rather studied, questions of training of future teachers of geography to innovative activity in scientific-theoretical aspect practically aren't investigated.

In spite of the fact that concerning formation of methodical training of future teachers of geography separate scientific provisions are developed, but concrete requirements to level of training of future specialists to innovative activity aren't defined today. For updating of the content of training of teachers in higher educational institutions including teachers of geography, in the specified direction it is necessary:
– to create methodological bases and the concept of training of future teachers of geography to innovative pedagogical activity;
– to develop didactic, methodical bases, forms and tutorials of future specialists and to introduce them in system to training of students for innovative activity;
– to define components of training of future teachers of geography to innovative activity, to reveal and scientifically to prove the factors influencing level of training;
– to define methodical knowledge, the skills relating to training of future experts to innovative pedagogical activity, to use them in practice;
– to organize stage-by-stage introduction of innovative educational technologies in the process of a technique of training of geography: in determining specific goals, in the process of performance of problem tasks, at justification of methodical aspects of practical training of future teachers of geography;
– to coordinate mastering modern knowledge, skills with training of students for innovative activity, as integral and necessary main part of teaching and educational process; to introduce in consciousness of
future teachers thought that innovative pedagogical activity of the teacher increases quality of training of geography in average educational institutions and in institutions of the system of secondary vocational professional education.

For successful realization above the designated problems it is necessary to solve the following problems:

– the analysis of a condition of methodical training of future teachers of geography in the conditions of the innovative educational environment;
– development of theoretical-practical bases of increase of level of methodical training of future teachers of geography taking into account modern requirements to geography training;
– development of the system of training of future teachers of geography to innovative activity;
– definition of knowledge, the skills relating to training of students to innovative activity, their introduction in pedagogical practice;
– ensuring teaching and educational process with training programs with the updated contents, didactic and distributing materials, methodical recommendations;
– definition of level of efficiency of training of future teachers of geography to innovative activity by pedagogical experiment.

The solution of the tasks given above is assigned to participants, organizers and heads of educational process; successful realization of tasks is directly connected with readiness of teachers, to innovative pedagogical activity.

References