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METHODOLOGICAL ASPECTS OF PREPARING A FUTURE INFORMATICS TEACHER FOR INNOVATIVE ACTIVITIES

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ANATATSION
In this article, improving the content of the processes of increasing the level of methodological training of future teachers of computer science, the search for information, processing, revising their point of view in the context of the progress of Science and changing social practice, choosing innovative forms and methods of work.

Keywords: credit-module, methodological category, intellectual potential, scientific-methodical, objective knowledge.

Decree of the president of the Republic of Uzbekistan No. PF-6108 of November 7, 2020 “on measures for the development of education and science in the new development period of Uzbekistan”, decree of the president of the Republic of Uzbekistan dated April 29, 2019 PF-5712 “on approval of the concept of development of the system of public education of the Republic of Uzbekistan, based on the content of the priority tasks set out in the Resolution No. 187”on approval of state educational standards of vocational education", it is necessary to reveal the content and essence of developing computer science on the basis of modern requirements and increasing their interest in computer science. As a result of the rapid development of society, the information environment and the labor market, the reproductive education system did not meet the demand of the period. Due to the sharp increase in the data being obtained, the knowledge that must be reproduced and transmitted to the younger generation in order to use this information is also increasing in taboro. Today's teacher is faced with the problem of having time to deliver the latest, latest information and information to students, along with pre-planned knowledge, without increasing the hours of classes. Education focused only on knowledge remains in the past tense. Education based on a competency approach is education that is given from the point of view of being able to apply the knowledge, skills and abilities that the student acquires in the learning process in his personal, professional and social activities. The purpose of Education based on a competency approach is to educate the student as a competent person who can conduct comprehensive feedback and enter into communication, apply the knowledge, skills and abilities acquired in the educational process in his personal, professional and social activities. The task of educating a comprehensively educated person who, on the one hand, correctly understands the processes taking place around him, and on the other hand, is able to actively participate in the life of society and exert its positive influence. Therefore, an important task is set for future Informatics teachers – the potential for self-perception, the formation of an independent thinking personality with a new intellectual level as one of the main tasks. Such prepared personnel should be able to conduct theoretical thinking, carry out creative activities, independently manage their actions and activities, as well as be a very responsible person in teaching the future generation in their pedagogical activity, General Psychology, General Education, Information Technology in education, teaching methodology and a skillful specialist in their profession. Studying on the basis of traditional teaching methods, the student often hears, sees, remembers, repeats in classes, strengthens his knowledge, skills and abilities, using practical support for the theoretical knowledge gained by developing other types of examples and issues based on the samples developed from examples, issues and exercises. Putting a problem situation in the process of education, promoting a hypothesis and its solution, looking for

optimal ways to find solutions to problems, practically does not coincide with establishing communication and relationships. That is why in the category of Informatics, when teaching in subjects, students are required to skillfully use active forms and methods of teaching. In some cases, professors lack leadership skills in this area or cannot be an example as a formed Shah in the Umir of students and young people. In the practice of methodological preparation, it is felt to be directed to the execution of various actions (analysis, assessment, content)with already developed content. Students rarely have to independently design the educational process or draw up its components related to certain educational situations. In addition, more attention is now being paid not only to working with content, but also to applying it to practice[1]. Future Informatics teachers had training in the conditions in which the visual-content paradigm of education was valid; "they focused on listening to theoretical curcs, the structure and content of which is determined by the logic of educational science, acquiring knowledge, skills and abilities proportional to the goal of "all information in a higher educational institution", instead of mastering the methods of mastering theoretical knowledge, practical skills and skills in independent filling and deepening of existing knowledge in connection with the changed It should also be noted that in improving the methodological training of students there are the following contradictions:- imbalances between the assimilation of existing methodological experience and the provision and improvement of developmental education; -contradictions between the methods of teaching Informatics in higher educational institutions that train pedagogical personnel and the disciplines of the specialty (in the category of Mathematical Sciences in personality-oriented education and continuing education) between the methods of teaching Sciences in the category of computer science, competencies defined for the science of Informatics in the DTS based on the competency approach and Pedagogical institutions of higher education despite significant changes in the goals and content of modern professional methodological training of students of the educational direction" methodology of teaching mathematics", students continue to engage in partial use of textbooks, educational literature prepared by scientists of leading higher educational institutions and scientific centers of foreign countries that do not meet the requirements of today. It is worth noting that over the past ten years, the state educational standards, the qualification requirement of the educational direction, the curriculum and the composition of disciplines have changed several times[2]. Analyzing textbooks and manuals on the methodology of teaching psychology, pedagogy and informatics for a higher educational institution from the point of view of the fact that they somehow reflect issues related to the development of an informatics teacher, a creative personality, this made it possible to note the following: - in many manuals on psychology and pedagogy, only creative abilities are considered from the creative; – in pedagogy and other manuals, attention is paid to the development of algorithmic thinking, in which it can be seen that certain attention is paid to such educational tasks in the description of the study (observation, experiment, experiment, search for answers in literature, etc.), comparison, analysis and generalization of signs, the use of problematic techniques in education. In the current conditions, where the paradigm and goals of the educational process have changed, there is absolutely not enough of this in higher education, where fundamental changes have occurred under the influence of training in specialist disciplines and proportional technologies. The reform of the existing system of methodological training of future teachers of Informatics and information technologies in accordance with the innovative processes taking place in higher education, the development of technologies for improving methodological training, new innovative methods based on foreign experience given by smara by leading higher educational institutions of developed countries is now an important task in the training of teachers of In addition to the fact that a teacher of modern computer science and information technology has the necessary level of professional competence, it is also required that language skills are formed. This in turn makes it possible to increase the competitiveness of the future teacher of Computer Science and Information Technology.

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