THE ROLE AND ROLE OF EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF PROFESSIONAL TRAINING OF FUTURE TEACHERS ON THE BASIS OF A TECHNOLOGICAL APPROACH

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Annotation: *This article expresses the development of professional training of future teachers on the basis of a technological approach, the development of interactive methods in educational institutions of higher education, innovative pedagogical and information technologies in the provision of regular education and education to student youth, the interest and attention to the reproduction of information technologies in educational processes is developing day by day.*

Keywords: *Innovation, pedagogical education, imagination, modern approach, youth, patriotism, law, oath, military service.*

Today, in educational institutions of higher education, too, interest and attention to interactive methods, innovative pedagogy and Information Technology in the process of learning are gaining strength day by day, one of the main reasons for which, until then, in traditional education, students were taught to acquire only ready-made knowledge, while modern technologies teach them to search for the knowledge they are acquiring, independently The teacher creates conditions for the development, formation, knowledge and upbringing of the individual in this process, and thus performs the functions of stewardship and orientation in one cathode.

Currently, the" concept of innovation " is very widely used. The word innovation is an English word — "innovative" means to innovate, that is, to change the internal structure of the system, is defined. Innovation is an important part of practice and theory and is a system of action of social entities aimed at improving the qualities of a socio - cultural object. Innovations are relevant, important, new approaches that are formed in one system. They will be formed on the basis of initiatives and innovations and will be promising for the development of educational content. Innovation-technology, forms and methods in a certain field of activity or production, a new approach to solving a problem or the application of a new technological process, leads to much more success than before.

Innovations usually arise at the intersection of several problems and generally solve new issues, leading to a continuous renewal of the pedagogical process. The concept of" introducing innovations " is, in our opinion, both a novelty and a process of introducing this innovation into practice. Novelty is an idea that is new to the individual acquired, it does not matter whether the idea is objectively new or not, we determine it by time when the novelty is opened or when it is first used.

The introduction of innovation into practice is carried out in innovative processes. Innovation is called the process of preparing for and implementing innovative changes. The innovation process is pedagogical innovations, which are the changing integrity of the assimilation of innovations by the pedagogical community and their effective use in practice on a scientific basis. Innovative changes in the educational process, the fact that the introduction of any innovation into the educational system is carried out directly by updating and changing the activities of the teacher, are also studied in detail.

Innovative activity is continuous work on the basis of innovations, which are formed and improved over a long period of time. Relying on the opinions of pedagogical scientists who have studied the features of the teacher's innovative activity, the following can be considered the main signs of innovative activity:

- striving to master the philosophy of creative activity;
- mastering pedagogical research techniques;
- ability to create author concepts;
- be able to plan and carry out experimental test work;
- to be able to apply the experiences of researchers—educators other than themselves;
- cooperation with colleagues;
- ability to share ideas and provide methodological support;
- prevention and elimination of conflicts;
- to search for news and adapt them to their conditions.

Let's talk about the advanced educational experiences that are being used in the educational process today and that work well;

Modular teaching is considered one of the promising systems of teaching, since it is best adapted to the system for the development of cognitive capabilities and creative abilities of learners.

In traditional education, educational goals are expressed through pedagogical activity, that is, they are directed towards knowledge, while in modular teaching, they are expressed through the activities of learners and are oriented towards professional activities.

In modular teaching, the possibility of step-by-step teaching is created by completely reduced and deepened stratification of educational programs. That is, it will be possible to individualize training.

A perfect movement model is a model also called an independent professional movement model - as a definition, corresponding to many work activities found in the professional-technical field.

The very fact that a perfect action is performed is considered equivalent to learning. The pedagogical problem is that it is necessary to choose a strategy according to each individual stage in which the student must be ensured to perform perfect

actions both in his imagination (performing an action as a test in imagination) and in practice.

The reference text method solves this problem in such a way: this method almost pushes out the processes performed in the imagination. That is, things that usually only take place in the imagination should be written according to this method or said aloud.

Therefore, there are several feedback processes here.

The stages of" data collection"," planning"," implementation "and" verification " can be performed by the reader in a circular entirely on his own or in small groups. And the results achieved at the" decision-making "and" Conclusion-making " stages should be discussed in detail with practice or theory teachers.

The division of the educational process into such stages will motivate students to learn as much independently as possible. It is advisable for students to give written documents at the "data collection" and "planning" stages, such as technical drawings, tables, notes, instructions or self-drawn up documents. Such documents greatly enhance the process of independent learning.

An interactive method is a method that activates learners and encourages independent thinking, and is an educator at the heart of the educational process. When these techniques are used, the educator encourages the learner to take an active part. The learner is involved throughout the process. The useful aspects of the approach in which the learner is at the center are manifested in:

- reading-learning with higher educational performance;
- high level of stimulation of the learner;
- consideration of previously acquired knowledge as well;
- the Coordination of the intensity of study to the needs of the learner;
- support of initiative and responsibility of the learner;
- to be learned by performing in practice;
-the creation of conditions for BI-biased feedback.

The method of debate is a teaching method that is conducted in the manner of an exchange of ideas, a mutual debate with the learners on a topic.

This method is used, provided that any topics and problems are discussed on the basis of existing knowledge and experiences. The task of managing the debate can be delegated to one of the educated or conducted by the educator himself. It is necessary to carry out the discussion in a Free State and try to attract each learner to the discussion. When carrying out this method, it is necessary to try to immediately eliminate the conflicts that arise among those who receive education.

When conducting the" debate " method, the following rules should be followed::
- to provide an opportunity for all learners to participate;
- compliance with the" right hand " rule;
-thought-culture of listening to ideas;
-expressed opinion-non-repetition of ideas;

- mutual respect for each other.

The problem situation method means that the complexity of the chosen problem and the level of knowledge of the learners must be matched. They must be able to find a solution to the problem posed, otherwise, having failed to find a solution, the interests of the educated will fade, causing a loss of self-confidence. When the problem situation method is applied, learners learn to think independently, analyze the causes and consequences of the problem, and find a solution.

Taking into account all this, the requirements for the organization of the modern process of higher education at present should be aimed not only at carrying out high professional activities, but also at self-development of future specialists who are able to carry out their innovative technological processes and their qualitative preparation.

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