

## Innovative Methods of Forming The Skills to Identify and Assess Student Development Levels for Future Teachers

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**Annotation:** This article discusses the provision of professional knowledge to future teachers, innovative methods of teaching, the uniqueness of innovative methods of teaching, examples of creating new cases that serve to develop the creative function of future teachers. Innovative methods are presented that serve to encourage initiative for professional development of future teachers. This article can be used by the general scientific community, researchers, professors and students as a methodological resource.

**Keywords:** future teacher, pedagogical process, higher pedagogical education, diagnosis-evaluation, innovative methods, case, professional development.

In order to acquire the skills of identifying and evaluating the level of development of their students, future teachers should acquire the qualities of benevolence, solidarity, and emotional-spiritual commonality towards them in the process of higher pedagogical education. In the process of higher pedagogical education, professors and teachers should provide future teachers with knowledge that serves to form the qualities of approaching students as developing individuals. On this basis, they are taught to conduct independent research, to correctly assess the student's capabilities.

In the process of modern pedagogical education, joint efforts of future teachers and professors are directed to in-depth training of students in the secrets of professional activity. In this, the formation of qualities of professional activity in future teachers takes a priority place. Extensive use of innovative methods that serve to encourage initiative for professional development of future teachers was required. Professor-teachers motivate future teachers to professional activity based on providing educational information.

Innovative teaching methods play an important role in providing professional knowledge to future teachers. Their productivity is that the cognitive activity of future teachers increases based on the use of innovative methods. As a result, they become active subjects of the educational process. Professors using innovative methods formulate questions about the topic in advance, select topics for group discussion, give advice to students, control the planned work, the time spent on it and the order of execution.

Innovative methods of teaching have their own priorities. Innovative methods, first of all:

- a) arouses students' interest in the educational process;
- b) encourages the active participation of each student in the educational process;
- c) affects the feelings of each student;
- d) creates an opportunity for students to effectively master educational materials;
- e) has a multifaceted effect on students;
- f) allows feedback;
- g) or) forms thoughts, attitudes, and experiences of creative activity in students;
- h) forms life-professional skills in students;



i) z) facilitates the change of students' behavior.

Innovative methods are a system of teaching methods based on "subject-subject" relations, based on the needs of the learner to activate cognitive activity, and the educational process is organized on the basis of mutual cooperation. Action in cooperation is characterized by the mutual exchange of knowledge, ideas, means of activity in the educational process, the presence of tools that allow each student to make a certain contribution to the work process. In this case, interaction is carried out based on principles such as the activation of learners, the basis of group experience, and the establishment of feedback.

Innovative methods differ from traditional teaching methods in that they not only strengthen previously acquired knowledge, but also the process of acquiring new knowledge based on mutual cooperation.

Innovative methods include:

- problematic statement;
- case study;
- business games;
- role-playing games;
- POPS formula;
- Carousel;
- Decision tree;
- Blitz survey;
- Educational discussions;
- Socratic question and answer;
- Projecting;
- Covers video method and more.

Below we will focus on effective methods that serve to enrich the professional knowledge of future teachers.

Analysis of specific situations (AVT) or case-study (case-study) is an effective interactive method that serves to activate the learning activity of learners. The case method is widely used in the process of studying economics abroad and mastering business management skills. A case is a specific case study or "specific picture of a situation." This method is considered one of the most effective methods of German practice in the system of training and upgrading the skills of management personnel, and its basis is the ability to make decisions and correctly formulate a solution to a problem.

Based on these aspects, the purpose of the "case-study" method is to analyze the information of students, to clarify the leading problems, to choose alternative solutions, to evaluate them, to find the optimal way to the solution and to formulate an action program. The case-method of teaching is carried out not only with the help of a collection of cases, but also with the help of methodical recommendations of the teacher, questions for discussion, assignments given to students, and didactic materials. It is possible to indicate 5 stages of creating new cases that serve to develop creative function in future teachers:

- Finding the source of the case;
- Collect data for the case;
- Case content modeling;
- Introducing the case to the audience and bringing it to the attention of students;



➤ Such as formulating a case solution.

Role-playing games are one of the innovative methods based on simulation, the main features of which can be seen in the following:

1. To assign a task or problem and distribute roles among participants to solve it. For example: this method can be used to simulate the teaching process.
2. Interactions of the participants in the initial training. Each participant should enter into his role, agree or disagree with the opinions of others, express his opinion freely.
3. The teacher's conclusion about the training process. In this case, the teacher should fill in some solutions formed on the basis of the problem, guide the participants and create conditions for them to change or correct their attitude.
4. Evaluation of the results of the debate and game conclusions between the teacher and students.

The peculiar aspect of using role-playing games in forming the skills of diagnosing and evaluating the development levels of students in future teachers is that it is possible to determine the skills of active approach, openness to communication, correct assessment of non-standard situations, independence, creativity and improvisation skills in future professionals.

Innovative methods serve to ensure:

- Forms high-level professional inclinations;
- Ensures solidity of knowledge;
- Forms creativity and imagination in students;
- Forms students' communication skills;
- They help students to take an active life-professional position;
- Creates a spirit of teamwork among students;
- Prepares the ground for students to appreciate their individuality;
- Serves students to express themselves freely;
- Forms the ability of students to emphasize their professional activities;
- Establishes a sense of mutual respect among students;
- Forms democratic relations between students and professors.

It is known that innovative teaching is evaluated as a new approach in the continuous education system. An important feature of the innovation process is that it does not have a single leader and one person does not try to transfer it to others. In the dialogue-based teaching process, students have the opportunity to think critically, solve complex problems based on situation analysis, and acquire relevant information. In this process, students are able to compare and evaluate alternative opinions, make thoughtful decisions, participate in discussions, and communicate with others. For this purpose, individual, pair and group work is organized in the innovation process. Research projects, role-playing games, working with various information sources and documents, and creative works are also used in the innovation process.

The innovation process includes a number of cases. A number of forms of innovations are being developed and put into practice by professors-teachers. Such methods as "Around the big circle", "Charkhpalak", "Aquarium", "Brainstorming", "Debate" are among them. Only when certain problems are discussed in the lesson, these methods and methods allow to achieve the expected efficiency. As a result, a clear picture of the knowledge and existing experience of students acquired in previous trainings is formed. At the same time, the topics discussed by students should not be closed and narrow in nature. Discussion of narrow and closed topics using the group work method does not give the expected effect. It is important to note that the level of the problem under discussion should avoid



narrow professional problems and cover wide-ranging issues. By discussing issues related to professional development with the help of group work method, students will have a clear idea about specific professional knowledge. In such situations, students are able to coordinate their efforts and solve professional issues in cooperation.

In the process of working with future teachers, it is necessary to start with the use of simple group work methods and gradually complicate the process. The valuable aspect of such forms of work is that it creates a convenient opportunity for future teachers to express their views, develop the skills of evaluating events, as well as listen to their partners, cooperate with them, and influence their views through their own points of view. This is extremely important for professional pedagogical education. Because solving problems related to pedagogy and psychology requires students to think logically. A simple form of "large circle" group work method serves to establish interaction among students.

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