

**FACTORS FOR TEACHING LOGICAL THINKING FOR FUTURE
TEACHERS ON THE BASIS OF INNOVATIVE TECHNOLOGIES**

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ABSTRACT

In this article, training future teachers in logical thinking based on innovative technologies is one of the most important factors in the development of lifelong education, as well as certain changes in the educational process, the content of education, various initiatives and innovations leading to improved quality and effective organization are reflected in the integrated system.

KEYWORDS: *Innovation, Logic, Method, Ability, Interactive Learning, Information Technology, Logical Thinking, Development, Professionalism, Intelligence.*

INTRODUCTION

The reform of the system of continuing education in the Republic of Uzbekistan is aimed at developing in the future the young generation a high level of professional culture, creative and social activism, independent participation in socio-political life, free thinking. This, in turn, requires increasing the level of scientific knowledge and activity of students. In the process of teaching science in higher education institutions, it is advisable to use innovative methods that help students to become interactive in order to increase their interest in the subject, develop independence and activism, and develop logical thinking.

After all, logical thinking based on innovative technologies is one of the most important factors in the development of a system of continuing education. They are reflected in a holistic system of various initiatives and innovations that lead to certain changes in the educational process, enriching the content, quality and effective organization of education. The rapid development of science, science and technology, the penetration of new techniques and technologies into all segments of society, the use of information technology in all governmental and non-governmental institutions require continuous education of teachers. The work of teachers is multifaceted, and they will have to play the roles of manager, communicator, guide, organizer, and evaluator.

The role of the teacher in the teaching process is complex and has its own historical and contemporary aspects. In the past, teachers were required to provide only modern knowledge, but now they are required to provide educational, cultural, political, and practical knowledge. It should be borne in mind that the changes taking place in our society in the economic, social, political and cultural spheres also depend on the education system, which determines the intellectual potential of our country in the future and is a key condition for its development. At the same time, the growth of intellectual potential, the development of quality will have a significant impact not only on the effectiveness of education, the improvement of the system in this area, but also on the growth of all areas of this social system. . That is why one of the strategic directions in education today is the identification of innovative activities of educational institutions as a key factor.

Understanding the need to reform the education system requires that educational institutions be involved in innovative processes in practice, to see themselves in an innovative space where there

is an opportunity to create, and most importantly, to adopt concrete innovations.

The term “innovative education” appears on the current national project website, which states that innovative education requires teaching in the process of creating new knowledge. This requires a distinction between the current concept of "innovative learning technologies" and the new concept of "innovative education". Education is one of the first in our country to launch an active innovation movement. At some point, in the late twentieth century, such movements were launched. For example, the views of A.G. Rivin and V.K. Dyachenko on collective teaching, D.B. Elkonin, V.V. Davidov, L.V. There are also other innovative educational technologies: dialectical teaching methods (A.I. Goncharuk, V.L. Zarina), individual-oriented teaching methods (A.A. Yarulov). The above technologies increase the mastery of teaching, increase interest in the learning process, improve the understanding of the teaching material, the formation of functional literacy, project literacy, theoretical thinking, social activism, civic consciousness, self-awareness and was aimed at solving other tasks. Now that other areas of activity, including manufacturing, have shifted to an innovative path of development, education has only served to train them as leaders. But in reality, it looks different. In the past, there were only a handful of independent innovators in the community. The innovators for the educational technologies listed above were only educators, and their innovations focused on the formation of the necessary qualities in students, with no focus on innovative thinking and ability to focus on innovative activities.

The analysis of teacher innovation requires the use of certain criteria that determine the effectiveness of innovation. Such criteria include novelty, optimality, high efficiency, opportunities for creative application of innovation in mass experiments. Educators distinguish between absolute, limited, absolute, conditional, and subjective levels of innovation, which vary according to the level of popularity and scope of application. The criterion of acceptance refers to the effort and resources expended by the teacher and the student to achieve the result. Effectiveness and pedagogical innovation must, by their very nature, be the property of mass experimentation. Pedagogical innovation is first introduced into the work of individual teachers. At the next stage, after testing and objective assessment, pedagogical innovation is recommended for mass implementation. V.A. Slasten's research provides an opportunity to determine a teacher's professional readiness for innovative activities. They consist of the following descriptions:

- predict the success of the planned innovation as a whole and its individual stages;
- identify gaps in the innovation itself and its implementation for future processing;
- compare innovations with other innovations, select the most effective of them, determine their most important and mature level;
- check the level of success of innovation implementation;
- Assess the innovation capacity of the organization implementing the innovation.

The teacher's innovative activities include analyzing and evaluating innovation, formulating goals and concepts for future actions, implementing and editing the plan, and evaluating effectiveness. The effectiveness of innovative activities is determined by the personality of the teacher.

The creative individuality of the future teacher is:

1. Intellectual - creative initiative;
2. The breadth and depth of knowledge and intellectual ability;
3. Vigilance against contradictions, critical approach to creativity, ability to fight from body to creativity;
4. Thirst for information, unusualness and novelty in problems, professionalism, thirst for

knowledge.

Provide future teachers with the opportunity to work with inventions, to engage in figurative thinking, mental exercises in the creation of images and focus on their understanding. and ensures free communication with the teacher. Here, the content of education is an environment for the formation and development of the individual. Therefore, the content of education should include humanistic ideas and norms aimed at the humanities.

Pedagogical technology based on the humanization and democratization of pedagogical relations is radically opposed to the technology of individual self-government, creating a favorable environment for personal development and creativity through cooperation, care, respect for the individual student in the pedagogical process. Therefore, in collaborative pedagogy, the two subjects of a single educational process work together to solve educational tasks. This is one of the most important components of the innovative activity of future teachers, which forms the processes of logical thinking of creativity.

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