

## DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A HIGHER EDUCATION TEACHER IN THE INNOVATIVE ENVIRONMENT

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### ABSTRACT

This article provides ideas and recommendations on current changes in education, innovative processes and modern requirements for teachers, as well as their direction to innovative activities. Moreover, development opportunities, requirements for professional competence of pedagogical skills and abilities of teachers of specialties of higher educational institutions in an innovative educational environment are consecrated.

**Keywords:** Education, innovative educational environment, teacher of special disciplines, pedagogical skills, pedagogical ability, innovative activity, innovative process, professional competence, competence, innovative educational technologies, educational process.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The development of Uzbekistan in the world community at this stage determines the formation of a new educational system, which means continuous updating of technologies.

Modernization of the education system of the Republic of Uzbekistan is mainly associated with innovative processes. This should take into account changes in education and external influences around the world:

- the rapid development of society requires training of personnel capable of quickly adapting to changing conditions;
- changes in public life require tolerance and sociability from graduates;
- emerging, ever-growing global problems of the world require from the trained staff modern thinking, quick and independent solution of problems;
- the democratization of society, the expansion of political and social choices for young people who will be ready for this choice;
- the dynamic development of the economy, the constant updating of equipment and technologies will require continuous training and retraining of future personnel which further promotes lifelong learning.

To fulfill these requirements, the uninterrupted improvement of the training process for higher educational institutions is required. The success of continuing education depends on the teacher with personal qualities such as activity, initiative, creative thinking and the ability to find innovative solutions. Therefore, one of the most perspective directions for the development of education in Uzbekistan is to increase the professional competence of the teaching staff, the introduction of best practices in the educational process and the creation of an innovative learning environment.

To be successful and demanding, a modern teacher must be prepared for any changes, be able to quickly and effectively adapt to new conditions, have high skills, systematically update his knowledge and skills, strive for self-development, tolerance. In particular, teachers of higher education specialties should be able to use innovative educational technologies in the learning

process, be able to apply and apply the latest achievements of science and technology, and also constantly apply new technologies. For this, it is important to develop the professional competence of subject teachers, adapting them to an innovative educational environment [1].

Success in the development of innovative education is largely due to the willingness of qualified teachers to work in an innovative mode, responding to the changing needs of society and individuals in their professional activities.

Innovation has gained significant worldwide importance since the mid-twentieth century. This is due to the elimination of crises that occurred during the development of society. Innovative activity is, first of all, one of the general directions of the formation and development of the economy. In modern society, innovation is a prerequisite for the existence of the economy, a key universal factor determining the development of society. Consequently, an economic understanding of this phenomenon must also be taken into account in order to understand the nature of innovation, innovation activity and the innovation environment.

Qualitative indicators, such as innovation, which can lead to changes in society, are common to all countries of the world. Necessary changes in a market economy do not stimulate innovation processes in the necessary dimensions and do not ensure their stability. In such cases, cultural change is needed at the public level to strengthen entrepreneurship, inventions and responsiveness.

Consequently, the innovation process is complicated by the fact that it is only a small part of any traditional society. Therefore, the social experience of such a society often does not change under any circumstances. At the same time, technical and social development is not only the work of a narrow circle of experts. It is impossible to overcome technical backwardness without spreading the consequences of the innovation process throughout society. This means that in the transition to an innovative society, people should be ready to accept innovations and target innovative activities. Accordingly, one of the key elements of modern society is the innovative education system, which, in turn, has its own policy and strategic vision [2].

According to scientists and educators, the main functions of innovation are the following components of the pedagogical process: content, purpose, form, methods, technology, tools, assessment and management system. At the same time, the opinions of all researchers coincide, and the innovation process should not be considered as spontaneous research, since this is a deliberate change.

It is worth noting that, although they are interdependent, innovative processes inevitably face the existing traditional education system. Over the past decade, two trends have occurred in the development of the national education system. This is both a traditional and innovative education, which are significantly different from each other.

As we know, traditional education is at the heart of the learning process. The transfer of information is mainly carried out by the teacher. The student acts as a recipient of information and is passive in the learning process. The teacher plays a leading role in the classroom, which means that he or she transfers knowledge to students more verbally. Their main task is to listen, record, answer questions, and in some cases speak.

In innovative education, the student has the opportunity to develop new pedagogical ideas, methodologies, develop skills and abilities in order to apply existing ideas, technologies and

methods in new situations. Education is focused on solving problems in the learning process using advanced technologies and methods that will give effective results.

Thus, the main tasks of modernizing the higher education system are: improving the efficiency of education, developing the professional competence of specialists, focusing on the innovative activity of managers and teaching staff, introducing innovative educational and information and communication technologies into the educational process of universities. This, in turn, necessitated the improvement of the content of educational and methodological activities in higher educational institutions, innovative forms and teaching methods, the widespread introduction of modern information and communication technologies in practice.

Currently, innovative changes are taking place in various fields, including improving the content of education; development and implementation of modern pedagogical technologies; application of new methods for the development of new programs; creation of conditions for self-determination of students in the educational process; changing the thinking of students and teachers, changing their views, as well as creating and developing creative innovative teams in educational institutions. And despite all the contradictions, interruptions and shortcomings of this process, they are objectively positive. It is innovation that facilitates understanding of the needs of the state and the individual in social changes, which is characteristic of education - one of the most important problems in the development of education.

All researchers suggest that a new theoretical understanding of the essence of innovative processes in education requires the development of new pedagogical conditions that ensure the continuity of innovation. This requirement, in turn, raises the problem of training highly qualified personnel and is, above all, a component of pedagogical and pedagogical innovation.

It is teachers' readiness for innovation and continuous innovation that determines the success of innovative education. One of the most important components of this training is a person's ability to quickly and easily adapt to community development, labor market volatility, technology and a constantly updated information environment. This requires the teacher to constantly develop their professional competence. Thus, the development of teacher competence is one of the most fundamental, reliable, acceptable conditions for the development of educational innovations. Therefore, the targeted development of professional competence of teachers is an important factor in the innovative development of education.

The issue is not to educate or develop students who need knowledge or development before a teacher, but to identify areas of learning that should give students the most meaningful competencies in their social and professional activities.

According to researchers, key competencies determine the choice of knowledge (educational content), which differs from the traditional approach, according to which the content of education should "fully correspond to human culture from the point of view of an isomorphic, pedagogically adapted social experience" [3]. It does not deprive a person of the opportunity to master cognitive and thought-provoking activities, for example, the potential of the traditional approach, while a competent approach emphasizes his ability and willingness to exert practical and social influence in the learning process.

Pedagogical specialists determine the structural components of a teacher's professional competence in an innovative learning environment or a hierarchy of knowledge, skills and personal qualities and are considered as components of a teacher's professional competence:

- component of activity (scientific knowledge, desire to be independent, choice, work with people, joining forces of others, desire for innovation, overcoming obstacles and taking responsibility, motivation for success, willingness to take risks);
- personal component (personality search, ability to react, support what is happening in it, help others, develop self-control, manage your emotional state);
- social and communicative component (communication skills, tolerance for uncertainty, optimism, communication skills management).

Each component has a specific set of factors that allow it to develop. The first group of factors plays a major role in the development of the professional competence of the teacher component - changing leadership activities; factors of the second group influence the development of the socio-communicative component; the third component is affected by the individual component - the subjectivity of the individual. Among the factors determining the development of professional competence, the learning environment and its innovative nature play a different role.

An important factor in the targeted development of teacher professional competence is the creation of an innovative learning environment in the school, which can be achieved by introducing the teacher into innovative activity. According to their official documents, innovation activity includes activity that is the result of the development and implementation of innovations, product updates, innovation processes at various stages of service and production - from developing an idea or a new technology to its implementation.

The creation and implementation of innovations in pedagogical activity is innovative, and many innovations, such as new teaching methods, new technologies for assessing the learning process, are innovative [4].

The qualities of the teacher are divided into the actual pedagogical abilities and properties that accompany them. At the same time, the structure of the actual pedagogical abilities includes:

- the ability to make learning material available to students;
- understanding by the teacher of the pupil;
- creativity in work;
- pedagogically strong-willed influence on children;
- the ability to organize a children's team;
- interest in children;
- richness and brightness of speech;
- its imagery and persuasiveness;
- pedagogical tact;
- the ability to link learning material to life;
- observation;
- pedagogical exactingness.

I believe that every teacher should be able to solve modern problems of education:

- Raising scientific awareness in the field of knowledge of academic subjects.
- Possession of modern technologies of personality-oriented learning.
- Deepening general cultural and psychological-pedagogical training.

Therefore, the teacher must have innovative thinking, be able to adapt to the social needs of society. Based on the foregoing, we can conclude that the innovative learning environment has a great impact on the professional competence of the teacher.

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