INNOVATIVE METHODS OF IMPROVING PROFESSIONAL AND PEDAGOGICAL COMPETENCIES OF FUTURE TEACHERS

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ABSTRACT

The article is dedicated to creating innovative methods of formulation professional competencies in students at pedagogical universities. Methods of formulation professional competency presented through self-improvement. The article deals with the identification of factors and psycho-pedagogical conditions of formation professional competence of future teachers through the development of the competence of self-improvement. The characteristics of the designated conditions, made their theoretical basis, disclosed the importance of their use in the training of future teachers. Relevance of the study is due to the need to introduce innovative technologies in professional education. Teaching science today should encompass a growing range of areas related to the so-called "human factor": sociology, psychology and other humanitarian aspects of the training. Developing innovative policy of our state puts more important tasks before the formation. The strategy of development of science and innovation aimed at creating an "innovation of man" that would be inclined to new knowledge, no matter where they work - in industry, science, public administration, etc.

Keywords: Professional education, professional competency, facilitator, coordinator, creativity, self-realization, self-development, adaptation, self-control, self-protection, self-education, self-improvement skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Choosing an innovative type of development, creation and implementation of high technologies, the growing role of information and knowledge in social and economic development of the country generate massive demand for highly skilled professionals. This requires the development of new, innovative forms of learning and education has set priorities among a new generation of teachers able to prepare competitive specialists.

Professional competence of future teachers has much competent structure. Each of its components is an integrative, as the process of training future teachers is difficult and a lot of competent. The transition of the Republic of Uzbekistan to the new economic relations, the growing demand to increase the level of training requirements and the teachers engaged in the process of training future highly competitive professionals. Based on this, the work on the development of key components of professional competence of future teachers should be scientifically justified.

In this aspect, the Uzbek government has made a bet on the creation of favorable conditions for the development of progressive training system based on the rich intellectual heritage of the people and human values, achievements of modern culture, economics, science, engineering and technology. For this purpose, the country adopted and successfully implemented national model and training program. [1]

The education sector - one of the first in the country, which began actively innovation movement. To some extent, this movement took place over many decades. For example, the creation of a collective, developmental, dialectical, individually-focused teaching methods, etc. At one time, these innovative learning technologies have received a strong impetus in the development and dissemination.

For a sphere of innovations can prepare students to take the form of new training programs, curricula and teaching materials, new educational, informational and organizational technologies or their combination, new educational technologies, the new status of the organization, etc. [7, p.1]

Analysis of the preparation of future teachers is carried out in pedagogical high schools showed that the range of issues under study is usually limited to the study of issues in their field. Effectiveness and satisfaction in such work is low, which leads to a reluctance to own future teachers to improve their skills in these schools. At the organization of training, preparation education programs do not take into account requests from students, their professional interests, personality traits, etc.

The results of the latest achievements in the field of systems theory and "environmental" approach to education and upbringing, the patterns of open, self-organizing and self-evolving educational system performs general methodological bases of pedagogical projecting. These bases provide a range of its features: continuous and cyclical nature of projecting in education, aimed at solving vital problems of the educational system, the base of humanistic, comprehensiveness, consistency and typological pedagogical projecting of adequate integrity and socio-cultural distinctiveness of educational phenomena and processes.

In pedagogical literature are two types of innovation processes in the field of education. The first type - innovations taking place largely spontaneously, often on an empirical basis, under the influence of situational demands, is not always the scientific basis (activity innovative teachers, educators, parents, and innovations made by administrators of projecting education, cultural workers engaged in the practice of education and training). The second type of innovation - innovation in education, which is the product of conscious, purposeful, scientific, cultured, multi-disciplinary activities [8, p.108]

First President of Uzbekistan I.A.Karimov pointed out that "an important focus in the social sphere is to work to improve the system of education." The task of the day - to raise the level of higher education by improving the quality of training.

Designing a new educational environment involves the expansion of academic freedom and individual schools. The response to this has been the development of many kinds of educational activities, the creation of conditions for the selection of each individual's own educational path of a variety of possible educational paths.

However, these conditions don't resolve completely development issues educational needs of the persons, but only provide opportunities to meet the needs of already formed.Therefore, the subject of research is not only the conditions of formation of the individual in the learning process, but also the student-oriented learning technology. [2, p.5]

Novelty or innovation, characteristic for any professional activity of man and therefore naturally become a subject of study, analysis and implementation. Innovation alone will not

occur, they are the result of scientific research of the advanced experience of individual teachers and entire communities.

In the context of the innovation strategy of integrated pedagogical process in professional education, the role of the university rector, deans and faculty as the direct bearers of innovative processes. With all the variety of technology training: didactical, computer, problem, modular and others - leading the implementation of pedagogical processes remains for teachers.

The concept of "innovation" means a novelty, change; innovation as a means of process involves the introduction of something new. With regard to the pedagogical process in professional education innovation is the introduction of a new purpose, contents, methods and forms of education, the organization of joint activities of teachers and students. [3, p.35]

In today's planned transition to a flexible model of the organization of the pedagogical process, which focuses on the individual student, and of variability is corrective in nature and more motivated. There is a need for the development and implementation of appropriate technologies. Among these are student-oriented technologies. They provide priority to the subject of subject learning, personal growth diagnostics, contingency planning, game simulation, the inclusion of learning objectives in the context of life's problems, which include the development of personality in the real social and educational space. [3, p.36]

The most appropriate, in our view, is the organization of work for the development of professional competence of future teachers in the schools themselves. For much of the work undertaken must be competent science-based study of the levels of development of the main components of the professional competence of future teachers, objective evaluation is possible in a team where they study and work.

At present, science is no single approach to the definition of the term. Thus, according to V.A.Slastenina, I.F.Isayev, A.I.Mishchenko and E.Shiyanova, professional competence of the teacher expresses the unity of its theoretical and practical preparedness for implementation of educational activities, and the basic structure of the competence of the teacher are numerous pedagogical skills that characterize this readiness.

Pedagogical competence - a systemic phenomenon, the essence of which is the unity of the system of pedagogical knowledge, experience, attributes and qualities of the teacher, to effectively carry out educational activities, specifically to organize the process of teacher communication and also involving personal development and improvement of the teacher. [5, p.1]

According to Professor N.A.Muslimov components of professional skills are: professional knowledge; possession individual professional skills; cognition, social activities, communication skills, ability to think globally, organizational quality, creativity, management (leadership) qualities; industrious - hard-working, curious, knowledge of global possession, ability to integrate subjects, ability to constructing, ability to model, design ability, the ability to predict, possession of motivational qualities, possession of intellectual ability, endurance, sensitivity, talents, self-control, etc. [4]

The professional competence of the teacher - creativity, personality, willingness to adopt a new and adequate attitude to educational innovation. These qualities are able to form a stable student motivation for learning, thereby improve the quality of education. [5, p.3]

With the introduction of the learning process of modern technology teacher develops more as a consultant, facilitator, coordinator. This requires them to special psychological, educational training, as in the professional educator sold not only special, subject knowledge in the field of education and psychology, learning technology. This formed the basis of willingness to accept, evaluation and implementation of pedagogical innovations.

A specific role in learning activities and behavior of the student is also played his temperament, interests, aptitudes, abilities, character, and relationships to educational activity, the relationship with the teacher, the position of the collective group, health status, and mood.

The teacher has to be considered with some personal character traits of his students: self-love, self- dignity, self-respect, self-esteem, level of claims.

The teacher understands the importance of his individual differences of students, certainly swept up and find their use. [6, p.1]

The goal of our proposed technology is to develop in the future teacher the mechanisms of self-realization, self-development, adaptation, self-control, self-protection, self-education and other, necessary for the formation of an original image and personality of dialogic interaction on the basis of innovative methods

The advantages of our proposed method is that the system of its methods can not only identify, but also to develop the level of the main components of professional competence, and the output at each stage can serve as a basis for the further development of the program. The most important in the structure of professional competence is self-improvement, the development of which in the traditional forms of training is not given due attention.

We suggest that the main task for the organization of the professional task the organization of work on the development of the professional competence of future teachers is formation needs specialists themselves to self-improvement
The study enables us to do the following conclusions and recommendations:

1. The main activity of the teacher is: educational activities, upbringing activities, organizational activities and social activities.
2. The level of professional competence of future teachers depends on the development of each of its major components.
3. The development of the professional competence of future teachers has the greatest impact development component "self-improvement".

For the organization of productive work on the development of professional competence of future teachers should:

1. Use the technique of self-improvement skills.
2. In creating up the program for the development of professional competence necessary to take the professional interests of future teachers, the specifics of its activities, personal characteristics, and use of the potential of professional communication in the team, where they study and work.
3. In implementing the program for the development of professional competence of future teachers to use various forms of works combine traditional and non-traditional forms of education. To teach appropriate qualifications attract specialists.
4. The program for the development of professional competence of future teachers should be flexible, elective.

5. To train future teachers of self-introspection, to processes for professional growth and personal development, and self-test diagnostics.

Self-development creates the most favorable conditions for the development of cognitive powers, activity, aptitudes and talents of each student, was not referring to the purposes of adaptation and learning content for individual students, and the choice of forms and methods of training, taking into account the characteristics and abilities of students, making education affordable and feasible.

With this principle the teacher should know and take into account the individual - the psychological characteristics of the student, that a combination of factors that may prevent him from successfully learn. Among them is the real wealth of knowledge and skills, the level of student development, especially the processes of perception, thinking, memory, imagination, emotional and volitional qualities, tempo and features of cognitive activities, and many other indicators of student readiness for training in the specialty, according to this study discipline. [6, p.1]

The above experience innovation fully reflects the priority of innovative changes in all areas of socio-economic development of market systems, including education, which is one of the characteristic features of the modern era. Post-industrial society is characterized by knowledge-intensive production, in which the processes of creation and dissemination of knowledge is become key. Under these conditions, enhanced the importance of the problem of improving innovation and building an innovative environment as a basis for contributing to sustainable development education.

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