INNOVATIVE EDUCATION IN THE DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCE THE PLACE OF THE ENVIRONMENT

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ABSTRACT

The article highlights the essence of the innovative educational environment in the formation of professional competence of future teachers through the formation of qualities that need to withstand strong competition in the labor market in the context of market relations.

Keywords: Teacher, competence, education, upbringing, environment, institution, innovation, innovative activity, innovator, innovative pedagogy, structure, modernization, stage, profession, quality.

INTRODUCTION

Educating young people, educating them, training worthy personnel for the future has always been one of the top priorities of any state. In the same way, in our country, such cases are constantly in the spotlight of the leaders of our state - the same is true.

The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of the President of the Republic of Uzbekistan Sh.M.Mirziyoev, has launched a new stage of development in the republic. The practical results of this process are reflected today in all spheres of our lives, and most importantly in the consciousness, aspirations and actions of our people.

Particular attention is paid to the improvement of the education system, which is one of the priorities of the fourth strategy of action – the development of the social sphere [1].

In his meetings and speeches at various meetings held during his visit to each region, the head of our state emphasizes the need to raise the issues of upbringing a harmoniously developed generation, leading a healthy lifestyle among young people. As the President noted: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit" [2].

In the current period of gradual reforms in the field of education, there is a need to put into practice the existing findings and recommendations to improve the effectiveness of education, based on the requirements of the National Training Program. In particular, one of the main goals of the three-stage laws "On Education" and "On the National Training Program [3]" is the formation of competitive, active individuals, i.e. professionals who can adapt to the transition to a market economy.

In this regard, the scientific substantiation of new approaches that provide the level of professional competence required for the period of teacher training in an educational institution remains an urgent task.A number of scientific works are devoted to the study of the problem of formation of professional competence of the future teacher. However, there are different aspects of this problem andThe interest of scientists in the aspects of education is not diminishing, which testifies to its special significance and relevance at the present stage of modernization and development of the system of continuing education.

RESULTS AND DISCUSSION

Familiarity with the content of theoretical sources, the study of the activities of educational institutions and the analysis of the evidence showed that there are a number of contradictions in the formation of professional competence of teachers, in particular:

- between the level of education of a graduate of an educational institution and the normative requirements for the modernized content and scope of the State Educational Standard and the level of realization of its personal potential;
- between traditional and innovative methods used in the process of formation of professional competence of teachers of educational institutions;
- between the activities of educational institutions aimed at pedagogical support in the formation of the teacher's personality and his professional competence, the mechanism and laws of development of the process of training students as future teachers;
- Insufficient use of opportunities for integration with general and specialized disciplines in the formation of personal and professional competence of teachers of pedagogical disciplines;
- Contradictions between scientific and technological progress, the growing demands of a modern society for a skilled teacher and the unwillingness of the main part of the formation of professional competence of teachers to work in conditions of self-development.

One way to overcome such contradictions is to build the professional competencies of future teachers. Formation of professional competence of future teachers, creation of necessary pedagogical conditions for their professional and personal development in educational institutions, modernization of the content and structure of teacher training, definition of psychological and pedagogical conditions and development of a mechanism for quality control and evaluation defines the main purpose. An important factor in improving the educational process is inextricably linked with the formation of a high level of professional competence of teachers in the education system. Therefore, one of the urgent tasks is to create a theoretical and practical basis for the process of formation of professional competence of teachers on the basis of effective use of modern educational technologies and educational and methodological complexes.Today, the processes of modernization cover all aspects of social life. In particular, the development of education is primarily dependent on changes in the worldview and thinking of teachers who organize, manage and control this process.As a result of the positive (positive) contradictions between the need to develop and improve the educational process in the system of continuing education and the lack of training of teachers who carry out this process, "innovation", "innovative activity", "innovative", "innovative pedagogy" in education management of innovative processes ”emerged in the 1960 s, when the concept of‘ Educational Technology ”was first recognized in the United States and Western Europe.While I. Schumpater and N. Kondratev were the first and greatest theorists of the concept of "innovation", K. Angelovsky, V.A. Slastyonin and others in their research tried to prove that innovation is a special form of pedagogical activity and recognized scientists who have achieved certain results in this regard. were taken.

According to V.A. Slastyon, innovation is a goal-oriented change, which means a complex activity in the field of application, the transition from one state to a qualitatively new state, its radical improvement, the creation, modification, application and dissemination of the innovation process.

Innovation is an activity that involves the creation of innovations and their implementation in practice. From this point of view, the education sector is also currently operating as an innovative sector.

It can be divided into several stages as a complex process, emphasizing that the advanced theoretical technologies that are widely introduced in the field of education today, both theoretically and practically, determine the innovative approach of teachers.
The first step is to use ready-made methodological recommendations (existing innovations);
The second stage is the introduction of new ideas and methods into the existing system;
The third stage is the systematization of the content, method, method, means, principles and organizational forms of implementation of the new idea;
The fourth stage is the development of the teacher's own approach or methodology to teaching and educating students;
The fifth stage is the organization, management and control of the educational process on the basis of the above.

Based on the above steps, a particular topic or technology is fully mastered by the student, in which the formation of theoretical and practical skills is achieved.
Therefore, the innovative learning environment directly leads to a drastic change in the content of education, activation of education (teachers and students participate as equal subjects in the educational process), a radical renewal of teachers and students, thereby relying on their internal capabilities and processes exhibits elements of development.

Educational technologies based on the concept of modern innovative educational environment should be formed on the basis of the following criteria:
- identify the problem on the basis of analysis;
- design of the planned education system;
- planning changes and innovations;
- make changes.

The application of pedagogical technologies in pedagogical theory and practice is an integral part of the modernization of the education system, which is formed in accordance with the content and essence of the concept of innovative educational environment.

In the current situation, the technologicalization of the educational process allows you to achieve a guaranteed result with less effort and time. The innovative educational environment ensures the consistent introduction of innovations in pedagogical activity. The activity of the teacher in the conditions of innovative educational environment is manifested as a driving force of the teaching staff, stimulating creativity, guaranteeing a deep understanding of the essence of the educational process, quality and effectiveness.From this point of view, every teacher, based on the requirements of the innovative educational environment, should thoroughly study the essence of the content of each topic, the features that may interest the student, and apply it in their work.

Considering the educational process as a technological process, there is a grouping of innovations based on the main components of this process (purpose, content, method, tool, learning outcome):

- the integration of education in an innovative environment related to the purpose of education is based on pedagogical innovations: modernized educational, pedagogical, developmental (for vocational guidance, replenishment, humanization, stratification, integration, individualization and other purposes);

- pedagogical innovations related to the content of education: according to the scale - in continuing education, in a particular type of education, in some disciplines, chapters, topics, parts of the subject material; according to the level - improvement, radical change, in comparison with the previous one - a new program, improving the program, supplementing the training material; according to the appearance - planned, premeditated, internal and external on the basis of changes in regulatory documents;

- pedagogical innovative environment related to the method of teaching: according to the scale - in continuing education, in a particular type of education, in a particular subject, chapter, topic, form and type of training; according to the level - improvement, change of appearance, development of new methodological elements in a new interpretation; in relation to its predecessor - new, improving, substituting, complementary, retro; according to the appearance - planned, premeditated, random, based on new requirements, internal and external; - pedagogical innovations related to the means of teaching: according to the scale - in mass, individual, complex, systematic, continuous education, in a separate type of education, in some subject, in some part of the teaching material, in some form, form, type of training; relative to its predecessor - new technique, technology, replacing the old, replacing, retro; according to the level - modernized, certain engine elements are developed in a new interpretation, radically changed; according to its appearance - under the influence of planned, premeditated, random, internal, external, technical development;

-pedagogical innovations related to learning outcomes: in the activity of a teacher - an innovative teacher; in the student's activity - an independent thinker, striving for a clear goal, an active subject of the educational process[1].

The role of innovative educational environment and pedagogical technologies in the development of professional competence of teachers is invaluable.

A competent approach in pedagogy is not a new phenomenon. N.V.Kuzmina, A.K.Markova, E.F.Zeer, V.A.Slastenin, T.F.Loshakova who have done a lot of work related to professional competence. N.N. Budishcheva describes professional competence as follows:correlation with the sum of knowledge, skills and the environment" [4, 23-30]. "N.V. Kukharev describes the dependence of pedagogical competence on the concept of pedagogical skills as follows [5, 3-6]"

According to R.H. Tugushev, professionalism is a competence acquired for only one activity with the help of steps taken to improve the quality of the person [6, 32].

In order to develop the pedagogical competence of teachers in accordance with the requirements of the innovative educational environment, it is necessary to pay attention to the following:

- creating an innovative learning environment in the education system and developing students' knowledge of the purpose, content, method, means, organizational form and innovations in the guaranteed results of education based on their participation as a subject of this environment; 2. Organization of teacher training courses based on needs, taking into account the needs of science teachers;

- to pay attention to the content and essence of a competent approach in the formation of qualification requirements for specialty subjects in all categories of teachers;
- It is necessary to conduct a professional diagnostic analysis of the pedagogical training of teachers of specialty subjects, to carry out individual corrective work, focusing on the identified gaps in the personality of the teacher;
- Development of the need and motivation for innovation by teaching students to understand innovation, evaluate it, analyze the possibilities of applying it to specific conditions, based on the comparison of knowledge acquired in such disciplines as pedagogy, psychology with the innovations of the innovative environment of teaching the subject;
- Creation of electronic manuals on special disciplines for all categories of teachers, taking into account the requirements of the innovative educational environment, created on the basis of a competent approach;
- It is expedient to develop the readiness of teachers of specialized disciplines for innovative pedagogical activity and skills of innovative activity.

Pedagogical professional competence of a teacher based on the requirements of an innovative educational environment in the following cases: complex processes; performing uncertain tasks; this is evident in the use of conflicting information and the ability to have a contingency plan. Teacher with professional competence: consistently enriches their knowledge; assimilates new information and has a deep understanding of the requirements of the time; seeks new knowledge; processes them and applies them effectively in its practical activities.

Thus, the need to withstand strong competition in the labor market in the context of market relations encourages every science teacher to develop professional competence and its own qualities. It is useful for educators to be able to take an innovative approach to their work in a consistent and effective way. The effective solution of the innovative approaches identified for each stage will allow us to move to the next stage.

CONCLUSIONS

In conclusion, the development of pedagogical competence of teachers on the basis of the requirements of an innovative educational environment implies not only the acquisition of individual knowledge and skills, but also the acquisition of integrative knowledge and actions in each independent area. Also, specialization requires the constant enrichment of knowledge in the sciences, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work.

From the above, it is clear that educating students is a difficult task. One of the most difficult tasks of a teacher is to make all students active in the classroom, taking into account the individual characteristics of each student. It is important to remember that the student's activity does not increase spontaneously, but is the result of a conscious attitude. Since activism is the result of consciousness, it requires the coordination of the content, form of organization, methods and means of implementation of educational work. The teacher needs to consciously increase students' interest in reading.

In recent years, our country has undergone significant changes in the field of education. This can be seen in the directives for reforming the education system, educational standards, curricula and literature, as well as in the construction of new educational institutions. However, there are some issues that need to be addressed. One of them is to develop and implement more

effective forms and methods of teaching students to activate their cognitive activity, independent thinking and ability to work in the classroom.

Improving the content of education, using a variety of active teaching methods has become a modern requirement. The results of a teacher's work in the educational process largely depend on the activity of students. To do this, the teacher must look for innovations, show examples of initiative and creativity. Therefore, it is important to improve the lessons of special sciences, to activate the theoretical and practical work of students, to develop in them the skills of active work.

RECOMMENDATIONS

Based on the above considerations, the following can be recommended:

1. There is a great opportunity in vocational courses to acquaint students with the main links, areas of production, to prepare them for independent living and to guide them to choose different professions. Therefore, it is the professional duty of every teacher of professional sciences to achieve a thorough organizational, methodological, scientific, technical, ideological and political aspects of vocational education.
2. The formation of students' cognitive activity, the formation of positive and creative work skills in the lessons of special sciences is a complex process carried out through the most important pedagogical, psychological, physiological and technical-technological factors. It is important to remember that there is no substitute for a teacher. Therefore, first of all, the teacher must constantly improve his professional skills, scientific and methodological level.
3. It should be noted that the activation of students' cognitive activity in educational work, the acquisition of skills to perform practical work with understanding - is a gradual and long-lasting process of pedagogical activity. That is, the student does not suddenly become active, quick and perfect. Therefore, there is no point in rushing through these matters. You just have to be more discriminating with the help you render toward other people. All the great scholars of different times have said that teaching young people to live and think in a new way is always a requirement of the times. It is important to increase student engagement. Because if a student is active in the educational process, he will be an excellent and social student. A student brought up in this spirit can become an active worker, in a word, an active member of society, a citizen, while maintaining and even developing this quality in the future.
4. The use of simple, that is, traditional forms and methods of teaching, as well as innovative pedagogical technologies to educate students and increase their activity in the process of special sciences, gives good results. In order to increase the efficiency of this work, it is necessary to carefully plan the stages of implementation of this work.

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