

INNOVATIVE TECHNOLOGY AS A DECISIVE FACTOR OF INCREASING THE QUALITY OF EDUCATION

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ABSTRACT

The article highlights the issues of improving the quality of lifelong education in the framework of the development and implementation of the competence model of the teacher's personality. The personality model of a modern teacher is viewed as a pedagogical integrator that combines the requirements of society, science and education.

Keywords: Educational sphere, teacher's personality model, innovative solution, quality of education, pedagogical process, requirements for a specialist, competence, professionalism.

INTRODUCTION

Pedagogical technology has been the subject of scientific debate for centuries. No outstanding educator could get around this problem. "It is possible and necessary to teach every teacher to use pedagogical tools, - said Ya.A. Comenius, - only under this condition will his work be highly productive, and the teacher's place will be the best place in the sun. The school is a workshop, it is a "living printing house" that "prints" people. The teacher in the educational process uses the same means for the education and training of young men, which are used by typographers, creating a book. "

The Main Part

Accepting the thesis that the basis of training should be "skillful distribution of time, objects and method", Ya.A. Comenius created a pedagogical technology based on the principle of a continuous production system, which retains its dominant position in modern education. The main elements of this technology are:

- classroom-lesson organization of school life;
- objectivity of teaching;
- certain rules for presenting educational material (visibility, systematicity, consistency, accessibility, continuity in the transfer and assimilation of knowledge).

The idea of Ya.A. Komensky on the technologization of education was supported by I.G. Pestalozzi. He considered his most important contribution to pedagogy to create a "mechanism" of education, on the basis of which every trained teacher can educate any student.

In contrast to the idea of technologization of the educational process, representatives of such a direction in pedagogy as "pedagogy of creativity" considered it unacceptable to try to influence a child's unique personality using a predetermined technology. How many individuals, so many means of their upbringing, they argued.

Thus, one of the representatives of this trend, W. Weiss, wrote that "every method acquires its real strength due to the fact that it is the property of a well-known person, not a tool in the teacher's hand, but his very hand, a spiritual influence, which has as its source a free,

comprehensively developed the personality of the teacher often has a decisive influence on the whole life of the child".

The rejection of the technologization of the pedagogical process can be traced among the supporters of the ideas of free education (L.N. Tolstoy, K.A. Ventzel, I.I. Gorbunov-Posadov, etc.). The idea of "awakening the soul of a child", the individual originality of each of them, the desire to preserve the uniqueness of childhood dictated a fundamentally different approach to the definition and choice of methods of pedagogical influence. L.N. Tolstoy wrote: "It is the spirit, the elusive influence of the teacher, the constantly changing techniques that disappear without a trace, that determine the success of the student's teaching. To catch the techniques, to find their laws, and not to deduce and recommend the order of the teacher's actions - this is the main task of pedagogy.

It is in the process of learning, which should be ahead of development, that the zone of proximal development is formed. Sign-symbolic means used in training allow the formation of a qualitatively different mental activity, contribute to the intensive development of ways of thinking.

The profession of a teacher, from the standpoint of the general characteristics of professional activity, is its specific type in the scheme of relations "Man-Man", determined primarily by the goal of the student's development, the means of educational subjects and the methods of pedagogical activity itself. The future of society depends on intellectual and practical activity, creative power, mental and physical perfection, political consciousness and spiritual and moral development of the country's younger generation. Therefore, training and retraining of highly qualified teaching staff in modern market relations is the most important factor in sustainable development and modernization of the state. One of the most important tasks facing modern society in the 21st century is the creation of a promising education system capable of preparing future specialists for life in the new conditions of civilization, namely, those who can think and work - a generation of high-class analysts and forecasters, specialists-generators of new ideas in all spheres of activity, in all sectors of the economy. Our research shows that such an educational structure should be a model of the teacher's personality, as a standard, a kind of tuning fork, according to which the entire educational process would be tuned.

Back in the 17th century, the famous German philosopher and mathematician G. Leibniz introduced the concept of "Model", considering it as a convenient form of knowledge about the surrounding world, a kind of information equivalent of an object constructed for specific practical purposes.

This interpretation is becoming popular in pedagogical science and practice. Conceptually, the model of a specialist is generalized in nature and is characterized as a complex of components, as a set of professional qualities (knowledge, abilities, skills), social, moral, political, mental, physical traits. The teacher's personality model implies a set of personal characteristics that contribute to the effectiveness of professional activity.

The main requirements for the development of a model are determined on the basis of the study of philosophical, sociological, psychological approaches to the study of the personality of a specialist, directive documents about higher education, as well as by analyzing the activities of specialists. The main parameters of the models are considered: a) the requirements for a specialist imposed by his workplace and character solved production problems; b) the

knowledge and skills necessary for this; c) specific social and psychological qualities that ensure the effectiveness of activities.

Working on the teacher's model, two of its main components can be distinguished: professional knowledge and personal qualities. It:

- qualifications, intellectual competence and initiative;
- self-organization, analysis of the situation, setting goals and objectives;
- planning, forecasting, self-control, reflection, self-regulation.

The personal side of the teacher model: understanding the essence and social significance of one's specialty, the presence of axiological aspirations, values, priorities, motivations, knowledge of the laws of interpersonal communication and the ability to use them in practice, the ability to make decisions and be responsible for them, etc.

The system-functional analysis of the teacher's activity allowed us to single out four invariant facets of competence that make up the core of the personality model of a teacher of a secondary general education school: the scientific-research facet, the scientific-professional facet, the socio-economic facet and the spiritual-ideological facet. Each facet is characterized by its corresponding components, which reflect the content of the teacher's future professional activity. The main criteria for determining the components of the spiritual and worldview boundaries of competence in teachers are:

- understanding the value of culture, science and education;
 - knowledge and understanding of professional ethical standards;
 - possession of professional communication techniques;
 - willingness to work independently, the ability to manage your time, plan and organize activities;
- readiness for constant self-development, the ability to build strategies for personal and professional development and training.

The main criteria for determining the components of professional competence in teachers are:

- understanding of the processes of socialization of the individual;
- knowledge of the basic concepts of modern education, the principles of the theory of education and training; the ability to operate with basic pedagogical methods and means;
- proficiency in a foreign language at a level that ensures scientific communications, etc.

The criteria for determining the components of scientific and professional boundaries of competence among undergraduates are:

- knowledge of new theories, methods and research techniques and the ability to adapt them to the professional field;
- the ability to use modern technologies to obtain access to sources of information, storage and processing of information received, etc.

The main criteria for determining the components of the research boundaries of competence among teachers are:

- knowledge of the conceptual apparatus and basic cognitive approaches and methods of modern science;
- the ability to critically analyze and evaluate the results of theoretical research and practice;
- the ability to correlate the problem area with the development of related disciplines and others, as well as mastering the tools of these sciences, promising for use in their subject area;

- the ability to independently formulate new tasks of applied research in the chosen subject area, select tools (methods), carry out research, give interpretation, expert assessment of the results;

- mastering the techniques of information and descriptive activity: systematizing data, structuring the description of the subject area;

- the ability to include the results obtained in one's own research into the context of theories, concepts, methods, etc., existing in this area.

Conclusion

Thus, all conditions have been created in the republic for the successful implementation of continuous communication between science and education, the development of concepts and technologies of training and education for all age stages of human formation.

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