The role of an innovative learning environment in enhancing the professional competence of a specialty teacher

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Abstract

The role of an innovative learning environment in enhancing the professional competence of a specialty teacher. What is an innovative learning environment? The main stages of the formation of an innovative educational environment in higher education. Features of management, pedagogical, material and technical innovative approaches.

Keywords: Innovative learning environment, Innovation, Innovative activity, Professional competence.

1. INTRODUCTION

A number of normative documents have been adopted in our country to improve the educational process, with special emphasis on the training of highly qualified personnel. In particular, the Action Strategy for the further development of the Republic of Uzbekistan identifies such tasks, as "stimulation of scientific research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements" [2]. Particular attention is paid to the formation of a system of training qualified personnel, that meets the requirements of world standards and the introduction of innovative educational technologies in the educational process. Enforcement of these tasks is mainly the responsibility of teachers of higher education institutions. In this regard, it requires teachers of specialties to be competent to use innovative educational technologies in the educational process, to constantly master and apply the latest achievements of science and technology, as well as new techniques and technologies. To this end, it is important to develop the professional competence of specialty teachers in an innovative educational environment.

2. Material and methods

An innovative learning environment is “the sum of all the subjects and objects, that directly or indirectly participate in the learning process or are interested or influenced by it” [4]. E. A. Shmeleva describes "the formation of an innovative environment as an educational environment aimed at the development of new ideas, the creation of new products, technologies, the development of innovative potential necessary for the development of fundamental and applied research in various fields, including pedagogy" [8]. Based on the above analysis, in the innovative educational environment of higher education understands the conditions for the development of skills and abilities of students to create and implement innovations in the educational process in order to increase the professional competence of teachers of specialties. Based on the above analysis, in the innovative educational environment of higher education understands the conditions for the development of skills and abilities of students to create and implement innovations in the educational process in order to increase the professional competence of teachers of specialties.

3. Main part

The main stages of the formation of an innovative educational environment in higher education:
- identifying the need for innovation in higher education;
- data collection, situation analysis, selection and development of innovations;
- Introduction of innovations based on the developed educational process.

Practice shows that the learning environment of higher education is innovative based on the following management, pedagogical, logistical approaches and conditions developed by science
and practice:

- Environmental approach - as a theory and technology of mediation in the management of the processes of formation and development of the individual (through the environment);
- Humanistic approach, according to which the strategic goal of education is the development and formation of the individual, and education and upbringing becomes a means to achieve this goal;
- A strategic approach through targeted interaction of management actors to qualitatively change the learning environment of higher education and turn it into an innovative environment, taking into account development trends;
- A systematic-structural method that takes into account the diversity, interdependence and unity of components of the studied phenomena;
- Innovative approach as a mechanism for the development of the education system, its focus on the creation of innovative educational products;
- An approach that takes into account the self-organization of pedagogical and student communities, the consideration of vocational education as an open, self-developing system;
- A cultural approach, which includes consideration of the laws of personal development, reliance on the universal foundations of culture.

From the above, it can be said that the effective indicator of the effectiveness of the innovative educational environment of higher education, the professional training of graduates requires the social and professional skills of teachers, increasing the professional competence of teachers.

It is known that a large-scale work is being carried out in our country to increase the efficiency of research, strengthen the role of science in the process of social and economic development and democratic renewal. We need to logically complete our large-scale work in this area, in particular, our national programs on education.

To this end, the most important task of the government, relevant ministries and departments and the entire education system, including professors and teachers, is to thoroughly educate the younger generation, to bring them up as physically and spiritually mature people.

In particular, there is sufficient experience in the development and improvement of innovation and innovative activities, the promotion of new scientific developments.

Innovative activity - the results of completed research and projects or other scientific and technical achievements to a new or improved product; is a process aimed at introducing a new or improved technological process sold in the market, used in practical activities, as well as additional related research and projects.

A.V. Khutorsky makes this process more precise and considers it as a set of measures taken for the introduction of innovative processes at one or another level of education and its implementation [6].

According to pedagogical scientists, the main functions of innovative activity include the following components of the pedagogical process: the content, purpose, form, methods, technology, tools, assessment and management system of education. In doing so, the views of all researchers are consistent, and the innovation process cannot be viewed as systematic research because it is a goal-oriented change.

According to B.M. Igoshev, modern education system can be divided into two types: traditional and developing (or innovative) educational institution [3].

It follows from these ideas that modern education not only requires improvement, but that it must be innovative in its content. The development of the world and society requires a focus on innovative processes as well as constant renewal. This means that in the context of innovative modernization of education, the transition to the mechanism of its continuous development will take place.

At present, progressive changes are taking place in various directions, including improving the content of education; development and introduction of modern pedagogical technologies; application of methods of mastering new programs; creating conditions for self-determination of students in the educational process; changing the way of thinking in students and teachers,
changing their relationships, creating and developing creative innovative communities of educational institutions.

And in spite of all the contradictions, pauses and shortcomings of this process, they have an objective positive character. It is innovation that creates the conditions for a concise and operational understanding of the needs of the state and the individual to the social changes inherent in education, which is one of the most pressing issues in the development of education.

In turn, it is not possible to completely reject the argumentative objections of the active introduction of leading processes, as innovative experience or innovative activity can in some cases lead to various difficulties. The problem, however, is that it is a difficult task to anticipate and assess the social consequences of pedagogical innovation.

And these difficulties have a methodological character. It is possible to argue about the reliability and objectivity of the results obtained by the currently known methods of teaching any subject. It is especially difficult to assess pedagogical situations and processes that are too complex, multifaceted in content, and not subject to any probabilistic analysis.

The difficulty in establishing the objective content of the results of innovative activity indicates that subjectivity is high in assessing its consequences. Some researchers believe that pedagogical innovations threaten the education system. For example, N.V. Sokolova substantiates her assumption that when the current situation and conditions, the continuity of some innovations and mass resistance at all levels of the educational process, the basic systems of governance are disrupted. It is not possible to install systems in several directions at the same time, it cannot withstand such management, which leads to a crisis [5]. The author connects the formation of this situation with the characteristics of the national character, high creative talent, which leads to high demands of innovation, because innovation is always risk, risk-taking is defined as a sign of national character. For the scientific potential of higher education, the position that “the learning environment is professionally active, manageable and depends on the saturation of educational resources” is of paramount importance. Thus, the educational environment is a set of organizational and didactic conditions and factors that arise in the pedagogical process, as well as interpersonal relationships that affect the formation of a person with certain qualities.

E.A. Shmeleva [8] believes that “the formation of an innovative environment is aimed at developing the advanced potential necessary to develop new ideas, create new products, technologies, and promote fundamental and applied research in various fields of knowledge”. Thus, the foremost educational environment is understood as a product of subjective relations of all participants in the educational process, which is based on: - the innovative content of education, reflected in the author's educational programs and individual educational trajectories of students; innovative educational technologies based on sensitive methods of educational work with young people in modern conditions; - in modern conditions; - On new forms of management of the educational environment based on the creation of situational and diagnostic centers in higher education institutions; - Safe learning environment of higher education, innovative educational environment of the university on the basis of constant monitoring and regulation of risks affecting the quality of higher education - educational content based on the transfer of modern science and technology in the educational process and the formation of innovative personality; , forms, methods and tools [4].

Analyzing the pedagogical literature, it was found that innovations (novelty) in education can be specially designed, developed or "suddenly created" in the order of pedagogical development.

Thus, in spite of all the contradictions and differences of the approaches to pedagogical innovation discussed above, the focus of scientists is on innovation processes and pedagogical creativity. It is argued by all researchers that a new theoretical understanding of the nature of innovative processes in education requires the development of new pedagogical conditions that ensure the continuity of the innovative movement. This requirement, in turn, raises the issue of training highly qualified personnel, is primarily a component of the field of teaching, pedagogical innovation[7]. It is the readiness of educators for innovative activities, to work in a continuous innovative manner, that determines the success of innovative education. One of the main
components of this training is the ability to easily and quickly accept the development of society in their professional activities, the changing labor market, the environment of constant information updates. This requires the teacher to constantly develop their professional competence. Thus, the development of professional competence of the teacher is one of the most reliable conditions for the development of innovation in education. Therefore, the targeted development of professional competence of teachers is an important factor in the innovative development of education.

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