



USE OF INNOVATIVE METHODS IN IMPROVING THE PROFESSIONAL COMPETENCE OF STUDENTS

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ABSTRACT

This graduation work is dedicated to the study of the methodology of aesthetic education of children in art-speech activities in the education of elementary school teachers. The main goal of the research is to improve the moral and spiritual education of elementary school teachers through artistic and speech activities, and to provide them with new methodological approaches that can be used in pedagogical activities.

KEYWORDS

Professional competence, innovative methods, method, innovation, teacher, student, theoretical lesson, practical lesson.

INTRODUCTION

The analysis of the above points about the development of the professional competence of a future teacher based on an innovative approach allows us to identify the following main features:

- firstly, professional competence is the innovative and educational activity of teachers and is an indicator of the quality of pedagogical activity;
- secondly, the development of professional competence is not only final, but also a process

of transformation of teachers and students based on an innovative approach in the educational process;

- Thirdly, the development of professional competence affects the process of forming the teacher's thinking. the educational activity of students should be taken into account when selecting and implementing elements of an innovative approach to.

A simple rule is that in the first 20 minutes of a theoretical lesson, students acquire new knowledge, and then the acquired knowledge should be reinforced by using non-traditional methods. Organizers of two main forms of education, that is, cooperative and individual vocational activities, were identified.

a) Organizers of the competence to carry out professional-professional activities in cooperation

- joint professional and methodical activity: this type of professional and methodical activity is organized by the direct interaction of the teacher and the student, the teacher provides practical help to students in the implementation of independent methodical activity, certain instructions , gives advice, develops professional competence of students on this basis;
- teacher: during his professional, methodological and pedagogical activities, he prepares additional educational materials and independent works and tasks on their content for independent learning by

students and gives appropriate methodological instructions to students for their implementation;

- student: engages in independent professional activity based on the teacher's instructions.

Chooses methods, tools and forms of practical work in agreement with the teacher, performs practical work and creative tasks;

- methods, forms, tools: based on the use of independent work methods, tools and forms recommended by the teacher, students independently choose and creatively perform tasks related to technological processes and technical objects;
- teacher control: the teacher analyzes the actions performed by the student.

The student identifies mistakes made in the process of professional and methodological work, demonstrates practical work methods.

- correction: mistakes identified by the teacher are eliminated and the best methods of practical work are shown;
- result: graduates will be qualified specialists who can work independently based on instructions, think creatively, and effectively implement processes and developments.

b) Organizers of the competence to carry out professional activity individually:

- individuality: the student acquires individuality by using the knowledge, skills and qualifications acquired in the formation of professional and professional competence;

- student: engages in independent creative activity based on the acquired powers.

Carrying out professional and methodical activities in accordance with practical activities, choosing forms, methods, tools;

- motives: the student can carry out professional and methodological activities based on his wishes, spiritual needs and interests.

Selects economic processes and economic objects based on their capabilities and finds solutions to relevant issues;

- self-control: the student has a critical attitude to the ability to perform professional and methodological activities related to the educational process, and draws conclusions from mistakes. Uses appropriate methods to increase the efficiency of independent activity;

- creativity: the student makes significant changes in the implementation of professional and methodological activities based on his conclusions;

- result: the student is able to carry out professional and methodological activities in accordance with his intellectual and methodological abilities, has creative

thinking, independently chooses processes and positions, carries out independent creative work. innovative approach and interactive methods are first of all manifested in the mind of the pedagogue in the form of a generalized project of activity in a certain direction.

Each approach changes with the development of a separate science and production technology. At present, the real reason for the change of methods is related to the increase in the rate of complex mechanization and automation of the content and nature of the work of workers in many professions in production processes. In this regard, there is a need to accelerate the educational process (students cannot master the complex content), to form skills in a goal-oriented manner, to use an approach and professional methods that allow to show activity and initiative. the choice of methods depends on different conditions.

This is explained by educational issues, the content of the educational material mastered by students, their age and characteristics, and the material and technical base. it is necessary to use different methods, but it is necessary to take into account their orientation to the goal.

No method can be basic and universal. At the same time, it is inappropriate to use methods that have not been sufficiently tested in practice. when choosing

methods, it is appropriate to take into account the following situations:

- mastering the skills and culture of future specialists who have high quality and high productivity in the workplace;
- should help them develop a positive and creative attitude to work;
- the process should be based on the productive work of students; - the task of the selected methods is to develop students' activity, mental and creative abilities, to inculcate in them advanced production qualities;
- teaching methods should be so diverse that when they are combined, students can be taught to plan the technological process and control their work;
- it is also important to ensure that production methods are compatible with the operation-complex system and that students successfully master individual methods and operations, and that these methods and operations are combined in a comprehensive work; - methods help to develop students' abilities and skills to independently and effectively perform all the tasks specific to a certain profession;
- to always implement the vital connection between the production of methods and the study of the scientific basis of production; should produce in the educational process and implement the general

principles of didactics. The innovative approach "Resonance" was put into practice as a set of concrete actions, activities and methods aimed at the interaction of teachers and students, teaching and learning.

Depending on the current educational situation, the teacher is always looking for positive changes and, when necessary, exerts a weak but resonant pedagogical effect on each student or student individually. For this, it is necessary to pedagogically understand the direction and level of the student's movement in the pedagogical process.

With the resonance effect, the teacher periodically "nudges" his student, helping him to move from an unstable state to a stable and active state. This approach is a new innovative approach to the educational process, its effectiveness is ensured by the appropriate use of a set of teaching methods that ensure the continuity of theoretical and practical independent. That is, it was used in the practical training of bachelor courses.

In the introduction of the profession, the list of topics in the calendar thematic plan of the subject of professional competence is written in the horizontal cells of the table (Row I) in sequence.

The names of interactive methods are written in the vertical cells (Row I). When planning the educational process, the teacher chooses a method suitable for the

topic, puts a "+" sign in the box where the topic and the method intersect, and organizes the lesson using these specified methods (Table 2.1.1).

It serves to illuminate the purpose of the selected methods, with the help of which the ways of mastering the content are expressed, the interaction of the teacher and students and their characteristics are reflected. On the one hand, "resonance" appears as a means of achieving the goal, on the other hand, it is considered a condition for the implementation of controlled reading activities. "The classification of methods is a system that represents their order according to certain characteristics.

Currently, dozens of methods are known", - I.P. Podlasky continues his opinion as follows, - "However, today's leading didactic idea helps to understand that it is ineffective to strive to create a single and unchanging set of methods.

Teaching is a dynamic, dialectical process. The system of methods should also be dynamic enough to reflect this movement, to take into account constant changes in the practice of using methods. The organizational form is an external expression of the specially organized activities of the giver and the listener, which take place in a specified order. The external appearance of the cooperative activity of the participants of the process (teachers and students) carried out in a certain established order means the

organizational form of the professional. As we know, the form of group and individual teaching is historically formed and developing.

Each teacher should include these forms in the course of the lesson. Teaching in the form of individual training is understood as individual training of each recipient depending on his personal pace, work experience and ability in mastering the educational material.

Work in pairs - taking into account the characteristics of the audience of the study group, the teacher forms pairs and assigns them tasks, and after students solve the tasks, a presentation is held. Debates will be held during the presentation. This organizational form can be used in practical training.

In short, the use of innovative methods to improve the professional competence of students will help them to become fully mature specialists.

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