

METHODS FOR THE DEVELOPMENT OF PROFESSIONAL TRAINING OF HIGHER EDUCATIONAL INSTITUTIONS STUDENTS BASED ON INNOVATIVE APPROACHES

Atamatov Abduhalil Salomovich

First Vice-Rector for Academic Affairs of the Academy of Labor and Social Relations

Annotation

This article examines the problems of training specialists in vocational education. Pedagogical science in the system of lifelong education, increasing its effectiveness, developing the theoretical and methodological foundations of its functioning, forecasting and developing current fundamental and applied research, innovative processes in pedagogy, differentiated forms of education, increasing the level of scientific research.

Keywords: Competency-based approach, blended learning, project-based learning, individualization of learning, digital literacy;

МЕТОДИКА РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ НА ОСНОВЕ ИННОВАЦИОННЫХ ПОДХОДОВ

Атаматов Абдухалил Саломович

Первый проректор по учебной работе Академии труда и социальных отношений

Аннотация

В данной статье рассматриваются проблемы подготовки специалистов в профессиональном образовании. Педагогическая наука в системе непрерывного образования, повышение её эффективности, развитие теоретико-методологических основ её функционирования, прогнозирование и разработка актуальных фундаментальных и прикладных исследований, инновационные процессы в педагогике, дифференцированная форма обучения, повышение уровня научных исследований.

Ключевые слова: Компетентностный подход, blended-обучение, проектно-ориентированное обучение, индивидуализация обучения, цифровая грамотность

The development of professional training for students of higher educational institutions on the basis of innovative approaches involves the use of modern methods and technologies aimed at improving the quality of education and training of specialists who can successfully compete in the labor market. Here are some methods and strategies that can be used in this context:

Competency-based approach: Focuses on developing students' core competencies such as analytical thinking, communication, teamwork and digital literacy by introducing tasks, projects and practical exercises aimed at real-life professional situations.

Blended learning: A combination of online and offline learning formats that allows students to learn materials at their own pace and participate in interactive discussions and group projects.

Project-based learning: Organize learning around real-life projects that students must complete in teams, applying their knowledge and skills in practice and developing professional competencies.

Leveraging digital technologies: Adopting modern digital tools such as online courses, multimedia, virtual labs, collaboration platforms and artificial intelligence to enrich the learning experience and improve the effectiveness of training.

Individualization of learning: Development of training programs and materials that take into account the individual characteristics, interests and needs of students, using adaptive learning systems and feedback.

Continuous learning and self-development: Stimulating students to constantly update their knowledge and skills, providing opportunities to participate in conferences, seminars, webinars and other forms of professional development, as well as the development of self-education and self-assessment skills.

Interdisciplinary Approach: Integration of knowledge and skills from different disciplines, allowing students to see connections between different areas of knowledge and find innovative solutions to complex problems and challenges.

Assessment and control of knowledge: Introduction of modern methods of assessment and control of knowledge, such as portfolios, tests with automatic verification, online exams and performance analytics, which allow teachers and students to effectively track progress and identify areas for further development.

Interaction with the professional community: Strengthening connections with representatives of the professional sphere, including employers, experts and graduates, for the purpose of exchanging experience, practical support and cooperation.

Flexibility and adaptability of educational programs: Development and regular updating of educational programs that take into account the requirements of the labor market, new scientific and technological achievements, as well as changes in the professional environment.

The introduction of innovative approaches to the professional training of students in higher education institutions can significantly improve the quality of education and prepare students for a successful career in the modern world. However, it is important to consider that innovations must be adapted to the specific conditions and needs of each educational institution, and also be accompanied by adequate support from the administration and teaching staff.

Zoya Ivanovna Yansufina's dissertation explores methods for improving the methodological training of future mathematics teachers in pedagogical universities based on innovative approaches to teaching. The work focuses on the analysis of the content of methods for the development of professional training of students and proposes new approaches to the formation of basic concepts and competencies [1].

Semyon Leonidovich Kaplan's dissertation is devoted to the study of the formation and development of innovative processes in Russian education, with an emphasis on the analysis of methods for the development of professional training of students of higher educational institutions based on innovative approaches [2]. The work examines major innovations in the field of education and presents the basic concepts and competencies necessary for the successful implementation of innovations.

The current state of development of professional competencies of students of higher educational institutions is characterized by the active introduction of innovations and the use of advanced technologies in the educational process. Important aspects of the development of professional competencies of students currently are:

Competency-based approach: Student learning and assessment is based on the development of key professional competencies such as analytical thinking, communication, teamwork, digital literacy and problem-based learning.

Integration of digital technologies: Introduction of digital technologies into the educational process, such as online courses, virtual laboratories, collaboration platforms

Continuous learning and self-development: Encouraging students to continually update their knowledge and skills, develop self-learning and self-assessment skills, and participate in professional events and networking.

Interdisciplinary approach: Knowledge integration knowledge and skills from different disciplines, allowing students to see connections between different areas of knowledge and find innovative solutions to complex problems and challenges.

Practice-oriented learning: Strengthening the connection between theory and practice by including practical classes, internships and projects in the curriculum. This allows students to gain experience and skills necessary for successful professional activities.

Conducting research work on the specifics of competencies when teaching independent hours in higher educational institutions involves studying the features of the organization and implementation of students' independent work, as well as the development of their key competencies. Such a study may consider the following aspects:

Analysis of the theoretical foundations of the competency-based approach and independent work of students, including a review of existing literature and research on this topic.

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