Jumanov H.T.,

Associate Professor,

department "Management and education"

Tashkent State Pedagogical University

named after Nizomi

Tashkent, Republic of Uzbekistan

«THE ROLE AND IMPORTANCE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING SPECIAL SUBJECTS»

Annotation: The article considers the advantages of using innovative approaches and pedagogical conditions in teaching special subjects, with an increase in the effectiveness of training future teachers of vocational training.

Keywords: innovative approaches, model, special subjects, vocational training teacher, pedagogical conditions.

Жуманов Х.Т.,

Доцент,

кафедра "Менежмент в образовании"

Ташкентский Государственный

Педагогический Университет

имени Низами

Ташкент, Республика Узбекистан

«РОЛЬ И ЗНАЧЕНИЕ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ СПЕЦИАЛЬНЫМ ПРЕДМЕТАМ»

Аннотация: В статье рассмотрены преимущества использования инновационных подходов и педагогических условий, в обучении специальным предметам, с повышением эффективности подготовки будущих педагогов профессионального обучения.

Ключевые слова: инновационные подходы, модель, специальные предметы, педагог профессионального обучения, педагогические условия.

In the priority of the Development Strategy of New Uzbekistan for 2022-2026, the sphere of training highly qualified specialists capable of continuous professional growth and professional mobility in the conditions of the development of high technologies is designated as one of the priorities.[1]

A modern teacher of vocational training should be economically literate and enterprising, able to rationally use the potential of his knowledge, with well-formed general cultural and professional competencies. He must be able to make independent decisions in teaching, taking into account a variety of pedagogical and economic conditions. In addition, creatively active teachers of vocational training who own innovative technologies in education are in increasing demand.[2].

Professional and pedagogical training of a future teacher of vocational training is a scientifically based systemic process of theoretical and practical training of students at a university, aimed at developing the personal qualities of a teacher necessary to fulfill educational and pedagogical tasks in accordance with vocational training programs in a lyceum and technical school. It is defined as the process and result of professional training, which combine in an integrated unity: motivational, content-procedural and professional-personal readiness for the formation of professional competencies of students.

The basis for the training of a teacher of vocational training (by industry) is psychological and pedagogical and industrial and technological training. In this regard, the problem of their readiness for innovative activity in professional educational institutions remains relevant. The solution of the problem on this problem is reduced to identifying the pedagogical conditions of the innovative educational environment of the university.[3].

It was revealed that, in general, the innovative activity of teachers of vocational training (by industry) is aimed at:

- ensuring the high efficiency of the educational process in a vocational educational institution through the development and application of modern pedagogical, industrial, information technologies, methods of theoretical, industrial and vocational training;

- development of advanced content of vocational training through monitoring, analysis of technical, technological, organizational and managerial, social, economic new conditions for the development of society;

- effective integration of general theoretical, general professional and special (industry) training, practical training, including on the basis of interactive technologies;

- inclusion in research and creative production activities in order to realize their achievements, in the process of professional training of future specialists; management of these activities in a specific production environment;

- development and improvement of scientific and pedagogical, scientific and methodological, production and technical, instructional and technological support for professional industry training;

- creation of a modern educational environment of a professional educational institution, which ensures the formation of motivation for learning;

- managing the personal and professional development of students through the development of educational blocks, modules that combine educational, practical, production activities, ensuring effective social and professional adaptation, the formation of a specialist's personality (business incubators, technology parks, etc.).[4];

- development of modern equipment, organization of industrial training on it;

- participation in design, engineering, design, technical, technological developments in order to develop a specific production;

- increasing the motivation of students to study general professional and special (industry) disciplines by enhancing their independent activities using computer technology;

- familiarization with a variety of teaching, controlling and applied computer programs;

- cognitive research of the subject area using the Internet;

- expansion of the range of methods of self-control of educational and cognitive work of students using a computer;

- study and familiarization with computer programs, as applied in creative and scientific research, in the preparation of presentations for term papers and diploma papers.

The socio-professional and scientific-pedagogical environment of the university, consisting of innovative scientific, educational, research, research and production centers and laboratories that regulate the scientific, theoretical and production-practical aspects of preparing students for innovative activities in a professional educational institution, systematize the course innovative learning processes at the university.[5]

In the course of a long scientific and practical work, we have developed a theoretical model for preparing a teacher of vocational training (by industry) for innovative activities in special subjects. It was developed on the example of training future teachers of vocational training in special subjects. The model was developed in accordance with the requirements that ensure the effectiveness of the process of innovative training at the university for a teacher of vocational training to work in educational institutions:

- the formation of professional and pedagogical competence, general scientific and subject preparedness, which is the foundation of the professionalism of a teacher of vocational training;

- development of labor skills, meaningful perception of them as the basis of the pedagogical activity of a teacher in a professional educational institution;

- development of creative and organizational qualities that contribute to the unification of the teaching staff and the team of students (students) to solve educational problems.

The implementation of innovative approaches in teaching takes place in accordance with the dynamic nature of the training model for a teacher of vocational training.

The result-evaluative block contains: criteria: motivational, cognitive, personal-activity; and indicators:

- the ability to develop tasks of various levels of complexity for independent work of students; projects of textbooks with elements of modern educational technologies;

- readiness for forecasting, analysis of innovative processes in the industry;

- readiness to solve innovative design, engineering, technical, technological problems;

Result: preparedness of the future teacher to work in a professional educational institution using innovative technologies.

In general, the innovative training of a vocational teacher in special subjects is a complex and systemic process. Students consolidate and deepen their knowledge and skills, which allows them, on the basis of inter-subject communications, to expand their scientific and creative activities in accordance with the requirements for their future profession.

The main idea of training future teachers of vocational training in special subjects expresses the need to orient students towards innovative pedagogical, innovative and technological activities in an educational institution.

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