ИННОВАЦИОН ЁНДАШУВЛАР АСОСИДА ТАЛАБАЛАРНИНГ КАСБИЙ МАҲОРАТЛАРИНИ РИВОЖЛАНТИРИШНИНГ НАЗАРИЙ АСОСЛАРИ

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Аннотация. Педагогика олий таълим муассасаларида талабаларни замонавий бозор муносабати шароитларида касбий фаолиятга тайёрлаш сифатини оширишга турли ёндашувлар мавжуд. Шунингдек, ўқитиш жараёнида шахсий ривожланиш мотивациясини яратадиган дидактик шароитларни яратиш заруратини намоён бўлмоқда. Ўқитувчи касби моҳияти унинг амалга ошираётган шахс фаолияти орқали аниқланади. Бу фаолият катта авлод томонидан инсониятнинг маданият ва тажрибаларини кичик авлодга бериш, кичик авлоднинг шахсий ривожланиши учун шарт-шароитлар яратиш, уларни жамиятда маълум ижтимоий вазифаларни бажаришга тайёрлашдан иборат.

Калит сўзлар: ёндашув, тамойил, бўлажак ўқитувчи, инновацион ёндашув.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ СТУДЕНТОВ НА ОСНОВЕ ИННОВАЦИОННЫХ ПОДХОДОВ

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Аннотация. В педагогических высших учебных заведениях существуют разные подходы к повышению качества подготовки студентов к профессиональной деятельности в условиях современных рыночных отношений. Вместе с тем, отчетливо проглядывается необходимость создания дидактических условий, создающих мотивацию личностного развития в процессе обучения. Сущность профессии учителя определяется через деятельность человека, который ее осуществляет. Эта деятельность заключается в передаче старшим поколением культуры и опыта человечества подрастающему поколению, создании условий для личностного развития подрастающего поколения, подготовке его к выполнению определенных социальных задач в обществе.

Ключевые слова: подход, принцип, будущий учитель, инновационный подход.

THEORETICAL BASIS OF DEVELOPMENT OF PROFESSIONAL SKILLS OF STUDENTS ON THE BASIS OF INNOVATIVE APPROACHES

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Annotation. In pedagogical higher educational institutions, there are different approaches to improving the quality of training students for professional activity in the context of modern market relations. At the same time, the need to create didactic conditions that create motivation for personal development in the learning process is clearly visible. The essence of the teaching profession is determined through the activities of the person who carries it out. This activity consists in the transfer by the older generation of the culture and experience of mankind to the younger generation, creating conditions for the personal development of the younger generation, preparing it for the fulfillment of certain social tasks in society.

Key words: approach, principle, future teacher, innovative approach.

Throughout the whole world creative modular technologies are currently being introduced into the educational process, the formation of students' professional skills that meet the requirements of socio-economic development. In preparing competitive personnel that meet international qualification requirements, programs such as the International Program for the Assessment of Adult Competencies (PIAAC) are widely used, aimed at ensuring the sustainability of lifelong education, assessing the competence of personnel at the international level. Also, systematic work is underway to introduce large practical projects into education aimed at developing students 'critical and creative thinking skills, modeling an innovative educational environment, developing students' intellectual mobility, a culture of interpersonal, intercultural communication.

The successful implementation of the teacher's professional activity in the scientific works of researchers shows that it is directly related to the professional skills developed in future teachers. When describing the content of the concept of professional knowledge, skills and qualifications of a teacher, various approaches were given. For example, professional skills are described as a complex of teacher behavior that provides effective opportunities for professional activity (J. Khasanbaev [6], A.V. Abramov [1], I.V. Robert [2], G.I.Sarantsev [3], VP Simonov [4]) or professional knowledge and skills - as the ability to carry out factual, methodological, historical, technological activity (NL Stefanova [5]).

Based on the analysis, the components of the teacher's professional activity are expressed in the following form: traditional-cognitive, cognitive, organizational, communicative, constructive; innovative-axiological, intellectual, correcting deficiencies, creative, projecting, preventive, reflexive, diagnostic, research.

Since the professional knowledge, skills and competencies of teachers have developed and improved in the course of their professional activities, these skills are in harmony with the components of the teacher's activity. Consequently, for the implementation of the teacher's professional activity, professional knowledge, skills and qualifications are needed that are in harmony with the teacher's professional activity.

The readiness of the future teacher for professional activity is determined by the formed and developed professional skills. A future teacher, having perfectly mastered professional skills, has the opportunity to successfully compete in the labor market, which allows using professional skills creatively, reaching high quantitative and qualitative levels. They have professional competence - described as the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities, and the ability to use them in practice at a high level.

The preparation of a future teacher for professional activity is formed on the basis of his psychological and pedagogical, didactic and subject preparedness. Within the framework of psychological and pedagogical readiness, students master the ideas about the individual characteristics of a person, methods of their diagnosis and accounting, the principles of an individual approach to students in the educational process, knowledge of pedagogical technologies. Such knowledge is a prerequisite for general pedagogical activity.

Preparation for mastering disciplines - leads to mastering and understanding of the need to perform actions on the studied objects on the basis of their basic structures, laws of science, their didactic capabilities, arising as a tool in professional activity, a search apparatus understandable to students, ways of transferring knowledge to the knowledge system. The preparation of future teachers for life in the information society contributes to an increase in their ability for professional activity in automated processes and an increase in the level of professional training and leads to the didactic improvement of the system of training students of higher pedagogical educational institutions for professional activity.

Based on the research of scientific and theoretical studies devoted to the problems of improving the professional training of future primary school teachers, the following innovative approaches were identified: integrative; active; differentiated; a technological approach that necessitates the use of computers. Below is their description:

1. An integrative approach to education. Integration processes occupy leading places in scientific knowledge and science, takes place in connection with the problems of the formation of a modern worldview and thinking. The integration of sciences occurs and intensifies in connection with humanization, theorizing

of scientific knowledge and research work. The concept of integration means unification into a whole, the unity of some elements, the restoration of some elements. The concept of integration is an important scientific term and is a methodological tool for generalization, since with its help algorithms of general harmony between the content of processes and phenomena are created. Integration is used in educational research work to establish links between data related to the object and research methodology. The integration process is always conducive to carrying out research work, generalizing and supplementing the content of education in various disciplines and helps to ensure the achievement of the intended goal.

2. An activity-based approach to learning. In the theory of educational activity, the assimilation of the content of education and the development of the teacher is carried out not only by transferring certain information to the student, but also in the process of his personal active activity. It is this circumstance that constitutes the psychological basis of the activity-based approach to learning and serves as the foundation for pedagogical technologies, exerting a great influence on the development of modern teaching methods. It is expedient to represent the integral component of the structure of educational activity as follows.

The structure of educational activities - goals and motives of educational activities; informational basis of educational activities; educational task; program for solving educational problems; learning activities to solve learning problems; means, methods for solving educational problems; reflection of educational activity; control and evaluation of results.

3. Differentiated approach to teaching. Differentiation, like integration, is an inevitable direction of human development practice and knowledge about humanity; the unity and interaction of differentiation and integration is the general law of development.

On the basis of this approach, the content of the studied source (topics, chapters, discipline, course, industry, etc.), curricula and plans of various levels, didactic and innovative communicative material are prepared. The methodology for their implementation and use is established.

Based on the analysis of the problem of differentiation in education, the following components were created: direction - according to the time (period) of training, conditions, goals, level of assigned tasks, types of activities; types - level (internal); profile (external); levels - lack of differentiation, its elements; maximum - various goals, conditions and terms intended for each student; forms - pedagogical-oriented college; bachelor's degree; magistracy; Research Trainee Applicant; Researcher.

4. Information technology approach to education. According to the analysis of scientific literature, the information technology approach in education consists in: 1) setting and formulating diagnosed learning goals focused on the planned learning outcomes; 2) organizing the course of training in accordance with the goals of training; 3) assessment of current results aimed at achieving the set goals, and their correction; 4) evaluating the final results.

Thus, the technological approach to learning is carried out through technological behavior. In research work, technological behavior was adopted on the following basis. There are information technology approaches to training: setting diagnosable goals; converting goals into learning objectives; design of educational activities for students; design of educational and managerial activities of a teacher; design of the educational process; diagnostics of educational activities; control, correction, assessment.

The requirements for the development of professional skills of future teachers based on innovative approaches include:

1. Professional training of a future teacher should be carried out in the educational process within the framework of the formation of his future professional activity. Professional training is a backbone component. The main goal of the didactic training of a teacher should be the acquisition of integrated didactic knowledge, skills and abilities.
2. Teaching the discipline should become a means of improving the professional training of a student.
3. The pedagogical competence of a future teacher is determined by the level of his professional activity, therefore, the psychological basis for the development of a student's professional skills is an activity-based approach to learning, in which the teacher's activity and the student's activity should be manifested separately. An activity description in the pronounced behavior of students should express the goals of education, be expressed in the content of education and in the learning process. The activity carried out adequately expresses the structure of professional activity.

4. The professional development of a teacher is determined by the increase in his professional level, therefore, in the implementation of didactic training of students, it is necessary to use elements of a differentiated approach to teaching.

The teacher's professional activity in the educational process consists of informational, organizational, diagnostic, predictive, corrective, projecting, communicative, constructive components, and his psychological activity consists of cognitive, intellectual, developing, educational, creative, reflective components. The professional activity of a future teacher is, on the one hand, the didactic activity of a teacher in the educational process, which is called didactic activity and is divided into two traditional and innovative components, and on the other hand, special methodological activity is associated with the specifics, content and characteristics of the subject.

The ability to apply in activities - the information-technological approach to teaching necessitates the organization of the educational process in exactly three stages: preparation of didactic material for independent educational activities of students; orientation of students to the main goal, which is to motivate educational activities and explain the basic principles of teaching, teaching methods and control; organization of the course of the educational process in accordance with the learning objectives.

To form the skills and abilities of future teachers to perform these didactic actions at each stage, educational tasks were selected. The types of generalized educational tasks aimed at the formation of students' skills and abilities are given.

When completing educational assignments, future teachers were engaged in the type of activity that should be formed in students in their further pedagogical activity. They differentiated not only by the degree of assimilation, but also by the method of performance in general, group, individual forms.

On the basis of innovative approaches to teaching, approaches to the organization of the educational process were implemented - integrative learning, activity-based solution of educational tasks, differentiated according to the degree of mastering the task, a diverse combination of forms of activity, requiring the use of differentiated control and information technologies in various activities.

From the point of view of the technological approach to education in the design of the educational process, the diagnosed goals act as the primary key. At the same time, the entire learning process is aimed at achieving constant and consistently set specific goals that guarantee their achievement in the learning process. This requirement can be realized using activity and information technology approaches to design. For, there is constant practical work "... to introduce modern educational and information technologies, new teaching methods ... into the educational process."

The goals and objectives of the proposed information technology approach imply the mastery of future teachers: knowledge and ability to analyze them; a complete understanding of the role of science in the development of professional skills and conveying the concept to students; the ability to apply the concepts of science to the study of processes and phenomena and the formation of such skills in students; design and implementation of the educational process, focused on specific goals, conducting in the classroom and in extracurricular work, education and development of the student's personality; planning of methodical work and its implementation;analysis of their activities in order to improve and improve their skills;

The level of professional training in the implementation of educational goals is carried out on the basis of an activity-based and information-technological approach in such categories as knowledge, understanding, skills and abilities, which are general requirements for the development of professional skills of future teachers, differentiated requirements for the levels of mastering one or another material.

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