

MEGATRENDS AND THEORETICAL AND PRACTICAL FOUNDATIONS OF INNOVATIVE TEACHING OF A FUTURE SPECIALIST

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Abstract. In this research paper observed, the features of the individual style of innovative activity of lecturer are considered. The effectiveness of the implementation of innovative activities largely depends on the individual and personal characteristics of the teacher. The complex of individual characteristics of a person can only partially (to a greater or lesser extent) satisfy the requirements of any type of activity. Therefore, a person consciously or spontaneously, mobilizing his valuable qualities for this activity, at the same time compensates or somehow overcomes those that hinder success. As a result, an individual style of activity is created a unique variant of the methods of activity typical for a given person.

Keywords: education strategy, future specialist, innovation, innovative teaching, socio-professional competence.

Introduction.

Under the conditions of innovative changes, individual components of the socio-psychological climate can be an obstacle, a barrier to innovation, and cannot contribute to the rapid, relatively painless formation of the new, the creation of “most favorable conditions” for innovation. These forms of manifestation of the socio-psychological climate in the context of innovations depend on many factors, on the significance of innovation and the changes it generates for the team, on the scale and structure of changes, on the past innovative experience of the team and etc.

In the psychological and pedagogical literature, a variety of terms are used to designate socio-psychological obstacles to innovative changes: “moral barrier”, “psychological barrier”, “socio-psychological barrier” and etc.

The crisis in the system of higher and professional education testifies to the gap between the dramatically changed living conditions and the educational system, its goals, types, content and technologies of education. The most important reasons that gave rise to the crisis include: increased demand for the quality of education; new requirements for teaching activities; the conservatism of the education sector and its insufficient adaptation to the changing needs of society; the need to form professional thinking, activity, amateur performance of future specialists, etc. Among these factors is the underdevelopment of vocational training technologies. The traditional learning technology (from knowledge to skills), based on the logic of science, should be supplemented with new technologies based on the laws of cognitive activity. The main figure in the educational process becomes the student himself, acting not as an object, but as a subject of learning [1-3].

Under the new paradigm of the orientation of the educational process to the formation, first of all, of the personality of a specialist, and then of a professional, personality-oriented learning strategies become the leading technologies, which are aimed at the formation of a new type of thinking for

teachers and, accordingly, their mastery of complex skills in organizing the educational process of a technological type. New technologies are aimed at the practical implementation of psychological and pedagogical conditions that are optimally adapted to the interaction between the teacher and students. The didactic characteristics of these personal technologies are made up of the following features of the educational process:

- task construction and problem structure of educational information;
- variability in the approach to the learning opportunities of students;
- differentiated management of educational activities;
- democratic forms (dialogue and facilitation) of the organization of the educational process.

The didactic design of personality-oriented technologies is carried out through the adaptation of the educational process to the personal capabilities of students in accordance with the planned tasks of developing the cognitive, sensual and intellectual spheres of the personality [4-7].

Technological learning strategies involve the formation of a new type of thinking among teachers based on pedagogical competence and professional excellence.

In pedagogical reality, there are two types of innovative processes. The first type is spontaneous innovations that occur without full awareness of the system of conditions and ways of their implementation. These innovations occur on an empirical basis, under the influence of situational requirements. Innovations of this type include the activities of innovative teachers, parents, educators, etc.

The second type of innovation is innovation in the education system, which is the product of a conscious, purposeful, scientifically cultivated activity. It is these innovations that have a huge systemic effect of influencing all components of the pedagogical process, its structure and the activities of the entire pedagogical community.

Methods of research.

Innovative processes always have their carriers, and the implementation of innovations is associated with significant changes in the sphere of consciousness of the pedagogical community as a whole. The psychological readiness of teachers to accept systemic innovation is the most important condition. This is especially important now, when our school and university are going through a period of radical transformations, which have already led to a rethinking of the theoretical heritage of our pedagogy, to a return to its humanistic foundations.

Constructive novelty is created by innovative teachers. It is their creative abilities that do not allow them to automatically replicate their pedagogical experience. They are characterized not only by high intelligence and an increased need for novelty, but also by a critical attitude towards outdated reality, aspiration to search for alternative solutions. Therefore, such teachers often find themselves in conflict with their environment [8-12].

The question of the subjects of innovation is of fundamental importance, since the fate of innovation directly depends on the subject's attitude towards them. The subject is not only a person who cognizes and transforms the surrounding world, possessing consciousness and will, but it is also someone who is capable of organizing his activity. The organization of one's own activity by a personality comes down to its mobilization, coordination with the requirements of activity,

pairing with the activity of other people. These moments constitute the most important characteristic of the personality as a subject of activity. They reveal the personal way of regulating activity, the psychological qualities necessary for its implementation.

Personality as a subject of activity is manifested in self-regulation, which ensures the actualization of mental capabilities, compensation for shortcomings, regulation of individual states in connection with the tasks and events of activity. Inclusion in activity requires the subject to calculate forces for the entire period of activity, especially for unforeseen difficulties, surprises, etc. Personality as a subject of activity is also characterized by such special individual abilities as the ability to organize time, to program one's future activity, to foresee its events, the ability to set for oneself modes of activity and passivity, rhythms of work and life activity [13-15].

Innovative activity is always associated with the need to change the social environment. People are faced with the need to re-evaluate their requirements for life, to change their outlook on many things and on themselves, to accept new interpersonal and social relationships. The establishment of new social ties is associated with overcoming the aggressiveness of the environment, with the logistical and psychological difficulties of introducing a new one, with gaining a status in the pedagogical community. The motives, aspirations and value orientations of innovators encounter serious obstacles and barriers, since people are required to change attitudes, the ability to respond to changing situations. Such a situation cannot be resolved through objective-practical or cognitive activity: a way out of it is possible only through a special form of internal activity to restructure the subjective attitude to what is happening, it is necessary not only to rethink, but also to "get sick", "survive" the crisis of life and professional goals.

This is a complex internal work based on multi-level reflection, which has individual characteristics and individual boundaries. The creation, implementation and adoption of innovations requires emotional, intellectual and moral tension from the individual, as well as pedagogical creativity. Innovative behavior is based on the ideal and values of excellence, implemented in the context of pedagogical practice. This very essence of the new and ideal requires alienation from a part of one's behavior, requires consent to changes in ideas about oneself. In the new logic, often a painful disagreement with oneself and its difficult overcoming on the basis of reflexive processes are leading.

An analysis of the literature and our own experience show that the introduction of technology allows not only to improve the quality of teaching, but also to form a culture of intellectual work of students and their independence; increase the activity of trainees; change the value orientations and motivational attitudes of both students and teachers.

All personality-oriented technologies are based on the synergetic postulate of the self-organization of human consciousness. It is these technologies that are able to create conditions for the awakening of this consciousness, to indicate the guidelines for the personal potential of self-organization. So, for example, in the works of modular technologists, it is directly stated that the modular construction of the training course encourages you to study this science on your own, allows you to comprehend your experiences and emotions, and build an individual picture of the

world. The consequence of such an educational process is the deployment of the formation of the student's subjectivity.

In our understanding, innovativeness in education means the implementation of three goals in a complex: the formation of special knowledge, skills and abilities; formation professional outlook; formation of the student's personality by means of teaching.

The mnemonic core of the intellect of a person of this age is characterized by a constant alternation of "optimums" of one or the other of the functions included in this core. This means that learning tasks are always simultaneously aimed at understanding, comprehension, and memorization and structuring of educational material in the student's memory, its preservation and purposeful updating when solving problematic problems.

This implies a feature of the organization of the educational process: the teacher must activate the cognitive activity of students, accompanying it with the organization of memorization and reproduction of educational information, that is, to ensure constant, current control of the assimilation of knowledge.

The educational activity of a student is determined primarily by the motivational sphere of his personality. Based on the modern ideas of psychologists about motivation, under the motivational sphere of the personality, we understand the totality of persistent motives that have a certain hierarchy and express the orientation of the personality, and the motive is defined as the internal motivation of the personality to one or another type of activity associated with satisfaction certain need.

If a student has consciously chosen his profession and considers it socially significant, then this significantly affects his education. A special analysis showed that first-year students idealize their future profession and have no idea that each profession has its "disadvantages". A collision with reality leads to disappointments and deformations. Almost all first-year students, entering a particular faculty, associate their future activities with the possibilities of self-improvement and creativity. Our survey of first-year students of the pedagogical faculty of the Tashkent State Pedagogical University in 2017-2021 showed that more than 60% consider it important when choosing a profession: the social significance of the profession, prestige, the possibility of constant creativity. At the same time, only 40-43% of them understand that the way to creativity lies through daily, painstaking, often exhausting work.

Thus, students have an intention to engage in creative activities after university, but they want to acquire professional skills, focusing not on creative teaching methods, but on reproductive activities. This contradiction is psychologically insoluble, since creative stimuli can only be formed in a creative learning environment. Therefore, the task of the teacher is to explain what the creativity of professional activity is, to prepare them for the difficulties in professional work, to assist in finding themselves in the profession.

An important indicator of the student's subjectivity is his substantive and organizational independence, responsibility, tolerance, self-development, positive attitude towards the world. The need for self-development, self-actualization is a fundamental component of a mature personality, prepared for professional activity at the level of modern society requirements. Professional activity

in our understanding is a holistic phenomenon that has the following aspects: professional communication, a developing personality and the results of its work. All parties are integrated into a single whole on the basis of a social goal, which can be achieved only with the optimal activation of the student as a subject of educational activity.

The desire for self-realization is an acmeological component of professionalism, which determines the optimal creative potential and the highest labor productivity, regardless of external conditions and circumstances. In the literature, self-realization in professional activity is, along with professional position (social values consciously accepted as vital priorities), the basis for the dynamics of professional competence. The growth of the level of professionalism is associated with the understanding and improvement of techniques and technologies for the implementation of their own functional duties. These characteristics of professionalism are:

the ability to successfully perform professional activities;

readiness for stable productive work;

professional skills in the implementation of functions and responsibilities;

creative mastery of the research and innovation style of professional activity.

In labor psychology, competence is often identified with professionalism, while professionalism as the highest level of performance is provided in addition to competence and professional orientation and professionally important abilities. Psychologists have proved that in the initial stages of the formation of a specialist, there is a relative autonomy of this process. In the future, in the process of professional development, competence is increasingly combined with professionally important qualities (observation, attentiveness, efficiency, determination, self-control, various types of memory, etc.). Thus, the main indicators of the professional competence of the subject of activity are training, professional readiness, professional experience and professionalism.

University education is aimed only at the formation of the first two levels, and the last two must be mastered by a specialist already in the course of his professional activity independently or in postgraduate education (postgraduate studies, doctoral studies, internships, various forms of advanced training).

Attitude towards a student as a socially mature person means for the teacher the need to:

strengthening the dialogic nature of teaching;

development of a system of procedures and operations of supportive education;

creating conditions for the student to realize himself as a socially useful person;

teacher's transition to humanistic centering;

such a construction of educational cooperation with a student, with colleagues, with oneself, in which all subjects of the educational process are required to search for new ways of acting and interacting, creating situations for a possible change in their own points of view.

Our work experience, as well as the analysis of literary sources, allow us to identify a set of organizational and pedagogical conditions for the formation of a student's personality in the process of his education based on innovative technologies:

awareness and acceptance of the goals and objectives of learning, which increases the motivation for learning;

awareness of the technological procedures of intellectual work;
mastering the techniques and procedures of technological labor;
professional self-education and self-education while working with technological maps;
competent and optimistic overcoming of difficulties and barriers in the educational process;
development of systemic generalized knowledge and methods of activity: constructive,
organizational, communicative, gnostic;
development of the ability to cooperate, cooperate, to accept the new;
formation of meaningful and executive independence in the professional field of activity.
Teaching students on the basis of innovative technologies, as evidenced by the developments of innovative teachers, allows us to assert that students in the educational process experience:
change of a philistine, consumer position to an active, responsible one; they are ready to take responsibility for their teaching;
a sharp increase in the level of independence (in content and performance);
acquisition of the ability to learn (students develop systemic, generalized knowledge and methods of activity);
increasing the level of operating with educational material, which makes it possible to reach the research, creative level;
development of the ability to cooperate, cooperate, adopt new technologies (that is, social relations are taught and the ability to act technologically, adequately to social culture is acquired);
change in motivation and willingness to solve research problems and, as a result, the emergence of a sense of competence and affiliation, which are a prerequisite for self-actualization.
The ability to purposefully shape oneself as a creative person, corresponding to a new educational paradigm, is a requirement of today. The activity of the positions of the teacher and student in the process of innovative learning lies in the fact that each of them, to one degree or another, acts as a subject of management both of their own activities and behavior, and the activities and behavior of other participants in the educational process. In general, all this is the process of becoming a student's subjectivity, since the student's personality and his professional and technological culture are the result of a technologically organized educational process.
The "innovativeness" of the technological approach means that all learning is built in the mode of subject-subject interaction, refracted through motives, value orientations, professional goals and is commensurate with them. Thus, the technological approach allows not only to "provide" the student with social and professional knowledge and skills, but also to develop in him such personality traits that are in demand by this type of professional work, to help him find himself in the profession. In fact, technologization solves three types of humanitarian goals:
prepares the student as a future specialist, that is, it respects the interests of the state;
forms a student as a member of the society, who has mastered social experience, values, norms, that is, it respects the interests of society;
develops the student as an active, proactive and thinking individual, that is, it respects the interests of the individual.

Innovation as a characteristic of the pedagogical process refers not only to a change in the psychological appearance of the teacher and student, but also characterizes the didactic construction of the process and ways of organizing it.

The works of innovative technologists show that the active development of a student directly depends on the professional and pedagogical skills of the teacher to create the appropriate emotional tone of the learning process. The interested attitude of the teacher in the context of growing pragmatism, decreasing motivation for learning and excessive informatization plays a key role. The emotional potential of the teacher-facilitator is given a decisive importance in the upbringing of an enthusiastic, responsible, empathetic and creative personality. Only a teacher-facilitator can resist excessive informatization and "the loss of the human element in it." It can be said with certainty that the principle of personal orientation of a student's education at any university in the conditions of informatization and computerization is implemented by means of facilitative communication, and the personal-activity approach itself involves, first of all, a change in the position of a teacher-informant) to the position of a facilitator.

As the methodological foundations underlying pedagogical facilitation, we consider the humanistic views of K. Rogers and A. Maslow, based on the ideas of freedom and unlimited possibilities for realizing the potential of each individual; the theory of social learning, founded by A. Bandura, which considers the importance of applying the stereotypes of social behavior formed in the process of exercises, imitation and appropriation of new behaviors in the case of positive reinforcement; the theory of neurolinguistic programming, which provides an impact on human behavior in the field of interpersonal communication, helps to establish contact based on the perception of verbal and non-verbal information about partners.

The key technological skills that implement the pedagogical position (not educational) are: the development of students' independence (content and performance); recognition of the autonomy and rights of the individual student; perception of the student as a partner with his inner world; appeal to consciousness; open manifestation of one's own feelings and emotional experiences; facilitative organization of the communication space.

Facilitative pedagogy requires the teacher to have psychological and professional competence, to improve their professional qualities. The transition to a facilitative style of activity is associated with a deep and often painful personal restructuring of both subjects of the pedagogical process. At the same time, it is not so much the content and methods of teaching that change, but personal attitudes, which ultimately ensure the professional and personal growth of the teacher-facilitator. It is necessary to change the idea of the pedagogical skill of a teacher of higher education as a set of subject knowledge, skills and abilities. The teacher's personal growth, the improvement of his creative and personal potential, his readiness for facilitative communication in the educational process should be considered as a measure of the teacher's pedagogical skill.

The facilitative approach, being a part of student-centered learning, is an effective means of humanization and humanization of higher education.

In order to humanize higher education, it is necessary to strengthen the psychologization of learning technologies, borrowing a number of psychotechniques and techniques from psychological science for this.

Results:

Important methods and techniques of facilitative communication will be:

The manifestation of pedagogical tact based on trust without connivance, ease of communication without familiarity, influence without suppression of independence, humor without ridicule.

Creating situations of success, advancing praise, addressing the trainee by name, taking the "mirror of relations", optimistic forecasts about the capabilities and abilities of trainees.

Psychologists note that the ability to facilitate communication directly depends on the type of pedagogical centering. Centering is the selective focus of the teacher on different aspects of the pedagogical process. Meaningful interpretation of types of centralization n 6 types are distinguished:

conformal - centering on the interests, opinions of their colleagues;

egocentric - centering on the interests, needs of one's "I";

humanistic - centering on the interests of children;

focusing on the interests and requirements of the administration, inherent in teachers with unfulfilled individual needs due to their diligence and the reproductive nature of their activities;

centering on the interests of parents;

methodical, or cognitive, centering, that is, focusing on the means and methods of teaching.

The concept of innovative learning, in our understanding, consists of the following ideas:

conscious analysis of professional activity by both subjects on the basis of motives and dispositions;

problematization and conflictization of reality - seeing in it directly unobservable collisions and contradictions;

critical attitude to regulations and standards;

reflection and construction of a system of meanings (the subject can acquire personal meaning only on the basis of an independent study of the situation, linking it with his needs);

openness to culture, environment and professional innovations;

creatively transforming attitude to the world, going beyond the limits of the normative assignment, above-standard activity;

the desire for self-realization of both subjects, for them to embody their intentions and lifestyle in their professional activities;

endowing with personal meaning, that is, subjectivization of the elements of the content of education.

Innovative vocational training, along with subject-specific learning outcomes (subject knowledge, skills, skill in solving professional problems, etc.), focuses on the reflexively comprehended experience of search activity, in which there are motives for mastering new experience, mastering the technological procedures of intellectual labor, major overcoming difficulties and cognitive barriers, the presence of an element of competition with oneself. Such training brings satisfaction

to both subjects from the expansion of intellectual and professional opportunities, indicates growth prospects, promotes self-assertion, and generally forms an active position in performing the functions of a social role, actualizes the socio-cultural potential of the student and teacher.

Within the framework of innovative education, conditions for the development of the personality are created, its right to an individual creative contribution, to personal initiative, the right to freedom of self-development is exercised. The position of a productive person, in contrast to the position of a consumer person, is formed only in an atmosphere of freedom, in joining the culture of intellect, in relations of cooperation and mutual assistance of equals.

Conclusion.

Socio-economic changes in society, as well as the law of the Republic of Uzbekistan "On Education" demand advanced professional education, in which the emphasis is shifted from a narrow-profile approach to training specialists to the multilateral intellectual and spiritual development of the student's personality. Such education can be provided only with the transition to student-centered learning based on innovative technologies.

Pedagogical innovation activity includes motives and strategic goals, pedagogical interaction and ways of its implementation. The central element of the teacher's activity is facilitative pedagogical communication, orientation towards cooperation, dialogue.

In the content of pedagogical activity, three levels of its implementation can be distinguished: types of activities, typical tasks, professional and pedagogical skills. Professional and pedagogical skills, which determine the high professionalism and skill of teachers, we call the key qualifications of a teacher of higher education. The search for ways and means of developing the key qualifications of teachers is becoming relevant today.

We believe that the central component of pedagogical activity is personality-oriented interaction, which creates the best conditions for the development of educational and professional motivation; ensures the partnership nature of training; and also creates conditions for the development of personal potentials of students and the teacher. An innovative way of thinking requires the teacher to have psychological and professional competence, to improve their professional qualities.

The transition to a facilitative and interactive style of activity is associated with a deep and often painful personal restructuring of both subjects of the pedagogical process. At the same time, it is not so much the content and methods of teaching that change, but personal attitudes, which ultimately ensure the professional and personal growth of an innovative teacher.

The result of the transition of the teacher to dialogue and facilitative communication are:
growth of autopsychological competence;
development of readiness for self-change, self-development and self-realization in the field of professional activity;
change in value orientations of motivational attitudes;
awareness of one's own optimistic professional perspective; improving the culture of management; overcoming professional crises, stagnation, deformations, resistance to "emotional burnout".

The summary of new student-centered learning technologies as a key condition for the structural and substantive reform of higher education imposes new requirements on the university teacher.

An important condition for becoming a teacher-facilitator and innovator is the development of key qualifications and competencies.

All innovative learning technologies have great opportunities for implementing the personality-oriented paradigm of education, since on their basis it is easiest to reconcile the problems of humanization and humanitarization of higher education with state educational standards.

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