Criteria For the Effectiveness of the Strategy For the Formation of Innovative Competence of Teachers

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ABSTRACT

This article provides feedback on strategies for developing teachers' innovative competencies in a continuous innovative learning environment, as well as management and pedagogical conditions that strengthen interrelationships.

KEYWORDS: *technology, innovative competence, pedagogical potential, learner potential, teaching process, technical means, educational technologies, educational process management, quality level, rapid movement, necessary information.*

Reforms in the country to improve the education system, especially general secondary education, spiritual and moral and intellectual development of the younger generation, the introduction of advanced forms and methods of teaching in the educational process, strengthening the material and technical base of educational institutions create ample opportunities for primary education. The concept of development of the public education system until 2030 includes "introduction of modern information and communication technologies and innovative projects in the field, improvement of teaching methods, gradual implementation of the principles of individualization in the educational process, development of practical research aimed at studying alternative approaches and science. [1]" priorities are defined.

Also, foreign experience, especially the trends in the development of the education system in developed countries, is unique. In particular, McKinsey's report, " How the World's Best Education Systems Are Going Away," rightly points out that developed countries achieve high levels of education through the following three factors:

1. Involve talented people in teaching activities.
2. Implement a policy of equality in education by ensuring that the teacher pays equal attention to each student.
3. Creating conditions for effective professional development of teachers.[2]

The nature of these factors, in one way or another, is related to the activities of the educational institution, and in our opinion, the creation of conditions for the effective professional development of teachers is a primary factor in terms of importance. Therefore, in an environment of continuous innovative education, there are interrelated management and pedagogical conditions that strengthen the strategy of formation of innovative competence of the teacher. Including:

- ✓ methodological, normative and scientific-methodological support of the process of formation of innovative competence of the teacher in various structural components of the industry;

[1] Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PF-5712 " On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030 "
[2]Barber M., Mourshed M. How the world best-performing school systems come out on tor // McKenzie Review. September, 2007

- ✓ teacher's participation in research activities in the form of experimental developments (research and applied research activities), applied research (project research activities), fundamental research (research activities).

Institutionalization of the innovative field of continuing education and the strategy of forming the innovative competence of the teacher in it is impossible to implement without high-quality regulatory support. By normative support we mean the development and implementation of normative and legal documents that help to create and operate an innovative field of education. The scientific and methodological support for the formation of innovative competence of the teacher will be activity-based, which means that teachers need to implement the planned changes in the process of educating children. Thus, one of the main positions we follow is to organize scientific and methodological support for innovative pedagogical activities using the tools and methods that the teacher uses in his practice.

An important condition for the successful organization of scientific and methodological support for the formation of innovative competence of the teacher is the correct choice of methodological, theoretical and conceptual foundations.

Methodological foundations are defined by approaches, theoretical foundations by principles, and conceptual foundations by meanings, ideas, strategies.

The methodological basis for the development and organization of scientific and methodological support for us is the ability to analyze the objects in terms of forms of thinking and organization of activities and develop tools for methodological support of innovative pedagogical activities, strengthening them with pure thinking, reasoning and reflection. are approaches based on systematic thinking activities.

We believe that the main principles of the organization of scientific and methodological support of pedagogical innovation competence are:

1. The principle of individualization of programs to support innovative pedagogical activities.

2. The principle of continuous and parallel support of innovative pedagogical activity (support is developed simultaneously with the basic pedagogical process).

The scientific and methodological support of innovative pedagogical activity in the educational institutions of the region and the city is often carried out by methodologists. The stylist is usually an experienced educator who has been a good teacher-practitioner in the past and knows how to act in solving various pedagogical tasks and offers tools that the teacher knows perfectly.

In the context of innovation, the stylist cannot achieve the goal in a certain way and is forced to create a new system of actions, because the activity to be performed has never been created by anyone, in real life it has no patterns and cannot be described accordingly. Therefore, the productivity of methodical activity arises only on the basis of joint design of future activities and its implementation with the teacher.

The stylist needs to know the following in order to create a new routine:

1) Types and characteristics of sources for new activities;

2) The means required to obtain this product;

3) The nature of the actions and their order.

The main and most productive type of interaction between methodologists of different specialties is cooperation. The subject of their interaction is the joint development of methodological products and each of them can use in their activities.

Clearly, the most immediate action plan is defined as a summary of the content of the training topic. To define it, we use the concept of "program concepts".

Program perceptions are the subject's perceptions of future activities. In this definition, we focus on the emergence of the subject-program imaginary carrier. They (program perceptions) are formed in the thinking of the subjects. Based on this, we define an individual educational program as a program perception of the subject's own education.

The individual education program includes the educator's views on the educational tasks and content (information, knowledge, working methods), the sequence and actions to develop it (including with colleagues), the time spent on solving educational tasks and attestation procedures .

Individual educational programs of educators are distinguished not only by the learning objectives, but also by the forms and methods of learning the teaching material, the sequence of its passage, the choice of peer-teachers. The area of methodological activity of the school serves as a place for the creation of an individual educational program of the educator.

If the methodological activity of the school is created on the basis of individual educational programs of teachers, then, in our opinion, it is expedient to distinguish at least three areas: reflexive, educational and organizational-managerial. The reflexive field is necessary for the creation of individual educational programs, education - for their implementation, organizational-management - for the management of these processes.

It follows that an innovative learning environment is a set of new modern contents, tools, methods, techniques, technologies that meet the needs of participants in the learning process.

For subjects acting on the logic of a programmatic approach, it is important to be confident in goals, future situations, and to leave some uncertainty for more effective actions. Reflection on the idea of programming activities allows us to observe how effectively we act.

The project connects the current (real) state of the situation with the desired future.

Since design in education is often understood as any transformative action, caution is needed. If the change of pedagogical reality is carried out on the basis of perceptions of the future, analysis of the current state of the situation, individual and collective reflection, we can talk in a specific sense about design.

Continuous reflection of the actions taken is an important aspect that allows you to respond in a timely manner to the difficulties encountered in the implementation of the project and to adapt the plan for its implementation.

This means, first of all, the need to take into account the main ***didactic features*** **of teaching in the implementation of general principles** : unity of teaching and learning, unity of content and process aspects, unity of learning aspects that are the object of study and construction for didactics. Thus, the degree set out above will be the basis for all the rest.

level of the subject , curricula are designed within the framework of the federal state educational standards of third generation higher professional education on the basis of a reflexive-activity approach on the principle of block-module, ensuring the achievement of the planned results.

At the level of educational material , didactic tools are designed to ensure the mastery of the content of subjects, in particular, to organize the independent work of students.

At the level of the teaching process , learning methods are designed within the technology of team thinking activities, taking into account the characteristics of the study group.

the level of personality structure , individual educational and production programs are designed to

ensure the professional and personal development of the teacher.

Thus, design involves not only the mastery of new methods, but also the formation of a new concept of one's own identity.

Finally, research activities are aimed at acquiring new pedagogical knowledge as a result of targeted and independent scientific research. In carrying out this type of research activity, the subject moves from the position of "teacher-practitioner" to the position of "teacher-researcher", which arises from the synthesis of pedagogical and research activities. The educator, while in this position, transforms pedagogical practice through the prism of science. Carrying out research activities is the highest manifestation of a teacher's research competence, and not everyone achieves this level.

Enriching the technological component of teaching in a pedagogical higher education institution with research-oriented tasks and assignments; to perform project tasks and implement them in the process of pedagogical practice, and then to reflect on the work of students.

In the system of additional professional education, teachers should be offered practice-oriented educational programs to conduct their own pedagogical research and organize research activities of students, as well as professional development of teachers on issues directly and remotely accompanied by practical research.

Thus, based on the analysis of scientific literature and innovative educational practice, we found that methodological, normative, scientific-methodological support for the formation of innovative competence of the teacher, the creation of new concepts and contents, the tentative basis of educational activities, individual educational programs, innovative educational environment ; design the content of education at five levels (general theoretical imagination, subject, teaching material, learning process, personality structure); The participation of the teacher in the research activity of experimental developments (research and application-research activities), applied research (project-research activity), fundamental research (research activity) are management and pedagogical conditions, which in unity and interaction strengthens the strategy of formation of innovative competence. In the implementation of these conditions, special educational and methodological complexes are being created, interactive innovative teaching methods are being introduced at the stage of higher education and additional vocational education .

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