

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 01 Volume: 81

Published: 30.01.2020 <http://T-Science.org>

QR – Issue



QR – Article



Shakhzod Dilshodjon ugli Numonjonov
Ferghana Polytechnic Institute
teacher
Uzbekistan, Ferghana

INNOVATIVE METHODS OF PROFESSIONAL TRAINING

Abstract: Currently, more and more teachers are abandoning traditional teaching methods, choosing progressive innovative methods. Some of these methods have already proven their effectiveness, while others have not appeared so recently as to claim anything about them. This article describes in detail the application of innovative teaching methods in the process of professional education of students.

Key words: education, innovations in education, modern education, pedagogical technology, education method, pedagogical skill.

Language: English

Citation: Numonjonov, S. D. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 01 (81), 747-750.

Soi: <http://s-o-i.org/1.1/TAS-01-81-134> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.01.81.134>
Scopus ASCC: 3304.

Introduction

UDC 37.02

The world is changing at a rapid pace. If earlier, the authoritarian model of education dominated, which gives a high level of knowledge, but does not take into account the individual needs of a person, now more and more popular is a humane approach to education, which makes the process of learning knowledge as comfortable as possible for the student. This process takes into account the characteristics of each student, whether it is the perception of information, the pace of learning, the native language of each student, as well as mental and physical characteristics in the case of their presence or absence in specific students.

At the present time, it is more and more difficult to prepare a qualified specialist based only on the methods of memorizing information and solving standard tests. The XXI century makes increasing demands not only on the theoretical knowledge of employees, but also on initiative, creative thinking, the ability to take responsibility and communication skills.

Reforming and updating these education systems can help solve the problem. The process of continuous innovation in traditional secondary and higher

education is called "innovation in educational activities".

Innovation in educational activities is the use of new knowledge, techniques, approaches, and technologies to achieve results in the form of educational services that are characterized by social and market demand [3]. The study of innovation experience shows that most innovations are dedicated to the development of technologies.

Innovative methods with the most proven effectiveness include: contextual learning, simulation learning, problem-based learning, distance education, and methods of full knowledge acquisition.

Contextual learning is based on the merging of several types of students' activities: educational, scientific, and practical. The key point of this type of training is the use of combinations of various formats for organizing students' activities: academic-type educational activities, educational and professional activities, and other types of activities.

The key point of simulation training is the implementation of simulation-game modeling in the situation of learning various processes that occur in real life, "here and now". This form of training helps to model certain situations of the professional context within the educational process and helps students to acquire professional experience in the conditions of playing activities.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

Problem learning occurs in the form of encouraging students to independently search for material on a particular problem, as well as independently search for ways to solve this issue. As part of this training, it is possible to conduct a debate, group discussion, or presentation of a group or individual project to solve this problem.

The concept of the so-called full assimilation of knowledge is a practical embodiment of the idea of the need to make the results of educational activities the same for all students, while adjusting and adapting the training material to the abilities and characteristics of each student. The teacher develops their own methods of testing knowledge that would help each student to show their current level and at the same time, would be equally designed for students with both visual and auditory types of thinking.

There are two directions of innovative education: activation of the educational process in order to improve the quality of education and Informatization of training. Below we will look at the possible steps that can be taken by Itami for the most effective implementation of these directions

Activation of the educational process consists in the search, development and testing of active methods and forms of training. The implementation of this direction may include the following components [2]:

- adaptation of students of younger courses to professional education;
- development of various training tools that increase the effectiveness of the educational process.

The use of effective learning technologies is also associated with the Informatization of learning. It has the following directions [1]:

- creation of subject tests and electronic textbooks;
- development and implementation of training sessions using electronic textbooks and training programs;
- creation of educational multimedia technologies for visual representation of information about various production processes that are not represented in enterprises that are bases of practices.

Summing up the research, we can conclude that innovation is the future of modern education.

Using the theoretical foundations of innovative technologies makes it possible to determine specific ways to implement them in the educational process. Innovative technologies are represented as a new direction in pedagogical science, which is engaged in the design of training systems, design of educational processes, provides solutions to the problems of education, training and development of the student's personality. Innovative technologies are based on the idea of full control of the educational process. Use of innovative it also changes the functions of a high school teacher.

Formation of a holistic position in educational processes: "student-subject of education: individual-

personality-person". Holistic perception of the world as a "bio-socio-spirit" and a sense of unity with it, the formation of a modern specialist's humanistic position and environmental culture.

Mastering the technology of self-determination in the educational process. Mastering decision-making technology, freedom of choice, and the ability to adapt to changes. Mastering the technology of predicting situations, preventing emergency events (instead of overcoming the consequences).

Innovative educational activity is a process that covers the training of specialists with new qualities and competencies; it is new technologies and forms of training; new preferences of a person in the educational sphere

The activity of a higher school teacher should be focused on creating conditions for education, forming the needs and abilities of the individual in the educational process. Studying the experience of teachers shows that at the present stage there are many teachers who are insufficiently oriented in the correct use of innovative technologies in the educational process, many work intuitively and use the methods developed by them. This fragmentary approach to the use of different methods and tools of training reduces its effectiveness. This approach does not take into account the interdependence of all elements of the pedagogical system. There is a contradiction between the goals of professional training, social order and the results of the quality of training of graduates.

The use of innovative technologies in the practice of higher school teachers allows them to organize their work, set clear educational goals, determine ways to achieve them, i.e. manage the learning process. Integration innovative technologies free the teacher from arbitrariness in the construction and implementation of the pedagogical process, they make it possible to move towards the predicted final result with strict validity of each element and stage of training.

Innovative technologies should be considered as a systematic and consistent implementation of a pre-designed learning process in practice, as a system of ways and means to achieve the goals of managing this process. Effective organization of the educational process higher education teachers need to define the boundaries between teaching methods, methods, and innovative technologies.

The methodology, in a generalized basis, is a set of recommendations for the organization and conduct of the educational process. Innovative technology is an organized, purposeful, deliberate pedagogical influence and impact on the educational process.

Pedagogical technology is a meaningful technique for implementing the educational process. Innovative technology provides a description of the process of achieving the planned learning outcomes, i.e. achieving the learning goals.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

The learning process is implemented in a system that combines personal and collective search that takes into account all the interrelated elements of the pedagogical system. Innovative pedagogical technologies form the methodological basis of the methodology, since the methodology as a given finds its justification and construction process in the technology. Innovative teaching the technology characterizes the process-based dynamic learning mechanism in contrast to the methodology that provides very specific recommendations.

In the process of using pedagogical technologies, the focus is not on achieving a single goal, but on universalizing approaches to the study of educational material. Innovative pedagogical technologies that represent a system project are focused on the teacher, the content of the subject being studied, and the students, while the methodology is usually focused on the teacher.

Innovative training is based on taking into account real changes in society. Innovative learning is based on a strategy of a personal-oriented approach. The strategy of innovative learning involves a systematic organization of management of the educational process. In innovative learning, the teacher's personality acts as a leading element, but at the same time his position in relation to the student and to himself changes.

The position of authoritarian power, the right of the elder and the stronger is lost, instead of this, the position of democratic interaction and cooperation is approved. The student's position also changes. This is an active interaction with the teacher and their fellow students.

With innovative learning, the function of knowledge also changes. The process of learning knowledge ceases to have the character of routine memorization, reproduction and is organized in various forms of search mental activity. This activity is organized as a productive creative process. Innovative training involves the formation of a new management style, a new personal position and new approaches to the organization of the educational process. Innovative training is primarily aimed at developing a person who is ready for life in a technologized society.

In innovative training, the main focus is on the organization of active types of cognitive activity of students. The teacher acts as a teacher-Manager and Director of training, he offers students the necessary set of tools for training, and not only transmits educational information. Educational information in innovative learning is used as a means of organizing students' cognitive activity, not as a learning goal. The student in innovative training acts as a subject of activity along with the teacher, and his personal development acts as one of the main educational

goals. Innovative learning is based not only on the processes of perception, memory, and attention, but, above all, on creative productive thinking, behavior, and communication.

The value sense is important in the innovative activity of a higher school teacher. The object of innovation is all components of education: forms of organization of the educational process, teaching methods and forms of management of the educational process. The value sense of the teacher's innovative activity is humanistic.

An important condition for the quality of innovation activity is the formation of readiness of higher school teachers for this work. Fundamental in preparing for innovative activities is the ability of teachers to work in the conditions of changing the subject-oriented educational activity to a personal-oriented educational activity.

When preparing for innovative activities, it is necessary to rely on the concept of a personal-activity approach. With a personal-activity approach, the main goal of innovation is the personal development of all subjects of the pedagogical process. In the innovation process, the position of the teacher changes: the teacher does not act as a "transformer" of knowledge, but as an assistant in the formation and development of the individual. The process of assimilation ceases to have the character of routine memorization and must take place in various forms of mental activity and interaction of subjects of the educational process.

In preparation for the innovative activities there is some controversy in the actual innovation activities. As a rule, these contradictions arise at the level of awareness of the acceptance or rejection of innovations in practice. As practice shows, innovators make an attempt to revive the old in a new quality. Innovations implemented at the level of awareness are not a repetition of the old, but a certain repetition of certain moments of the old when solving modern pedagogical problems.

At the stage of preparation for innovative activity and development of pedagogical innovations, the tendency to increase the needs for new pedagogical knowledge and pedagogical activity is characteristic.

The 21st century can offer many educational innovations. Not all innovations will prove their effectiveness later, not all are suitable for every class, every education and every national culture. Many of these ideas will go away forever, and only the best innovative ideas will remain, which will eventually become classics of the educational process. The quality of trained specialists depends on how effectively the selection of the best ideas will be carried out, which means that our future will also depend on you.

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHHI (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.716	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

References:

- (2017). Ukaz Prezidenta Respubliki Uzbekistan Sh.M. Mirzijoeva «O strategii dejstvij po pjati prioritetnym napravlenijam razvitija Respubliki Uzbekistan v 2017-2021 godah» ot 7 fevralja 2017 goda. *Uchitel' Uzbekistana*, Tashkent, № 6 (2453). 10 fevralja, pp. 1-3.
- (2017). Postanovlenie Prezidenta Respubliki Uzbekistan Sh.M. Mirzijoeva «O merah po dal'nejshemu razvitiju sistemy vysshego obrazovanija» ot 20 aprelja 2017 goda. *Uchitel' Uzbekistana*, Tashkent, № 16 (2463). 21 aprelja, pp. 1-3.
- Kozarezova, L.O., & Minashkin, V.G. (2010). The experience of teaching statistics courses using virtual technology in business education. *Ekonomika, statistika i informatika. Vestneyk UMO*, № 5, pp. 81-85.
- Ibragimov, H.I., & Abdullaeva, Sh.A. (2008). *Istorija pedagogiki i obrazovanija*. Uchebnik dlja magistrantov. (p.240). Tashkent: Fan va texnologiya.
- Ruzieva, D.I. (2007). *Olij ta#lim muassasalari talabalarida millij iftihor tujgusini shakllantirishning ilmiy-pedagogik asoslari*. Ped. fan. d-ri ... Avtoref. Toshkent, p.36.
- Shahodzhaev, M. A., Begmatov, Je. M., Hamdamov, N. N., & Numonzhonov, Sh. D. U. (2019). Metody jeffektivnogo ispol'zovanija informacionno-kommunikacionnyh tehnologij v obrazovatel'nom processe. *Problemy sovremennoj nauki i obrazovanija*, 10 (143).
- Shahodzhaev, M. A., Begmatov, Je. M., Hamdamov, N. N., & Nymonzhonov, Sh. D. U. (2019). Ispol'zovanie innovacionnyh obrazovatel'nyh tehnologij v razvitii tvorcheskih sposobnostej studentov. *Problemy sovremennoj nauki i obrazovanija*, 12-2 (145).
- Xudoyberdiyeva, D. A. (2019). Management of the services sector and its classification. *Theoretical & Applied Science*, (10), 656-658.
- Farxodjonova, N. (2019). Features of modernization and integration of national culture. *Scientific Bulletin of Namangan State University*, 1(2), 167-172.
- Farhodzhonova, N. F. (2016). *Problemy primeneniya innovacionnyh tehnologij v obrazovatel'nom processe na mezhdunarodnom urovne*. Innovacionnye tendencii, social'no-jekonomicheskie i pravovye problemy vzaimodejstvija v mezhdunarodnom prostranstve (pp. 58-61).