

**INNOVATIVE TECHNOLOGIES IN THE METHODOLOGICAL ACTIVITIES  
OF YOUNG TEACHERS AS A MEANS OF FORMING PROFESSIONAL  
COMPETENCE**

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**Аннотация.** На сегодняшний день довольно сложно с требуемым качеством формировать устойчивую потребность обучающихся в постоянном получении новых знаний и повышении профессиональной культуры безопасности. К преподавателю предъявляется достаточно широкий спектр требований: профессиональная компетентность, высокие коммуникативные навыки, желание постоянно осваивать новое, умение слушать обучающихся и способность побуждать их к активной и продуктивной образовательной деятельности, доброжелательность и толерантность. Современные формы обучения, которые применяются в образовании, предоставляют широкие возможности для совершенствования профессиональных качеств начинающих учителей, способствуют самореализации в педагогической деятельности.

Одним из инновационных форм обучения это проектная работа в процессе обучения. Проектное обучение — это получение знаний через прикладные задачи. Вместо абстрактных, оторванных от реальности заданий из учебников учащиеся создают собственные проекты, работа над которыми требует определённых знаний и навыков и не подразумевает единственно верного решения.

**Ключевые слова:** проектное обучение, компетентность, личностные качества, коммуникативные навыки, понимание и сотрудничество, мотивация.

**Annotatsiya.** Bugungi kunda talabalarda doimiy ravishda yangi bilimlarga ega bo'lish va kasbiy xavfsizlik madaniyatini talab qilinadigan sifat bilan takomillashtirishga barqaror ehtiyojni shakllantirish qiyin masalardan biri.

O'qituvchiga ko'p talablar qo'yiladi: kasbiy kompetentsiya, yuqori muloqot qobiliyatlari, doimiy ravishda yangi narsalarni o'rganish istagi, talabalarni tinglash qobiliyati va ularni faol va samarali ta'lim faoliyatiga undash qobiliyati, xayrixohlik va bag'rikenglik. Ta'limda qo'llaniladigan zamonaviy o'qitish shakllari yangi o'qituvchilarning kasbiy fazilatlarini oshirish uchun keng imkoniyatlar yaratadi va pedagogik faoliyatda o'z-o'zini anglashiga yordam beradi.

Ta'limning innovatsion shakllaridan biri bu o'quv jarayonida loyiha ishi. Loyihaviy ta'lim – amaliy topshiriqlar orqali bilimlarni egallashdir. Darslikdagi mavhum vazifalar o'rniga, reallikga yaqinlashgan holda, talabalar o'zlarining loyihalarini yaratadilar, ulardan o'z ustida ishlash ma'lum bilim va ko'nikmalarni talab qiladi va yagona bo'lmagan bir necha to'g'ri echim topish imkoniyatini beradi.

**Kalit so'zlar:** loyihaga asoslangan ta'lim, kompetentsiya, shaxsiy fazilatlar, muloqot qobiliyatlari, tushunish va hamkorlik, motivatsiya.

Learning outcomes always and necessarily depend on the methodological activities of the teacher, which can accelerate or slow down the progress towards the goal during the lesson, gives a different possibility of its implementation in the future. Innovative technologies influence the duration and effectiveness of the learning process.

Today it is quite difficult to build a sustainable need for students to continuously acquire new knowledge and improve the professional culture of safety with the required quality. The teacher has a wide range of requirements: professional competence, high communication skills, the desire to constantly learn new things, the ability to listen to students and the ability to encourage them to active and productive educational activities, friendliness and tolerance.

To successfully meet the challenges of modern student learning, the teacher should have the professional competence. To implement the requirements of educational standards and successful performance of teaching activities it is necessary to master innovative technologies, including providing sufficient time for working with students. It should be noted that the quality of education is largely determined by the professional competence of the teacher. The concept of professional competence of a teacher "expresses the unity of his theoretical and practical readiness to carry out pedagogical activity and characterizes his professionalism" [4, c. 14-17].

It is known that professionalism comes to a teacher with experience. Every teacher is called to provide students with profound knowledge, skills and abilities and to form a culture of behavior. The study of the state of professional and pedagogical training of young teachers starting to work shows that they have good theoretical training, sufficient theoretical knowledge, but insufficient pedagogical skills, therefore, young specialists need constant methodological support from more experienced teachers. Therefore, it is necessary to organize methodological work aimed at the development of organizational and communicative skills of novice teachers.

Modern forms of education, used in education, provide significant opportunities to improve the professional qualities of novice teachers, contribute to self-realization in the pedagogical activity. E.F. Zeer points out that competences "are a person's abilities to put their competence into practice. The core of a competence is action abilities - a set of ways of actions". [3, c. 40].

Innovative forms of education (psychological trainings, pedagogical business games, debates, contests, development and presentation of lesson models, presentation of oneself as a teacher, class teacher) allow a novice teacher to speed up significantly the process of entering the educational and pedagogical environment. And he or she feels more confident in the process of teaching and educational work, his or her conviction in the right choice of profession is reinforced. As a result, young teachers develop professional competence and professional growth.

One of the innovative forms of learning is project work in the learning process is Project-based learning which is the acquisition of knowledge through applied tasks. Instead of abstract, disconnected from reality tasks from textbooks, students create their own projects, work on which requires certain knowledge and skills and does not imply the only correct solution. Teaching students project activities can be characterized as a process of active purposeful interaction of subjects of the educational process, as a result of which students form knowledge, abilities, skills, experience of project activities, personal qualities, necessary competences. Project activity is a special form of educational work, which forms the ability to work with different sources of information, the ability to see and formulate a problem (project topic), to determine the tasks to solve this problem, to find effective methods and ways to achieve the goal, and, most importantly, to obtain the necessary knowledge.

By its structure, project activity is a multistage system of interconnected stages. Work on any type of project includes four main stages: pre-project preparation stage, planning stage, organizational and research stage and presentation of the results obtained. Project technology was called the method of problems, the method of projects and was associated with the ideas of the humanistic direction in education. The basic ideas of this technology were developed by J. Dewey and his student W. Keel-Patrick.

So, why do we need project-based learning? The main task of such learning is to teach students to think, to ask the right questions and find their own answers, to use their knowledge and all kinds of information sources, to cooperate with other students and evaluate the results of their work. In education there are certain types of projects: research, creative, adventure-game, informational and practice-oriented.

Project-Based Learning, or PBL for short, is a teaching method in which students learn by engaging in real and personally important and meaningful projects. Students work on a project over an extended period of time, answering interesting and challenging questions or solving real-world problems through research, investigation, and critical thinking. Project-based learning can span multiple environments and cover so many different topics that it allows students to participate in the learning process. Project-based learning can look different for every student in every classroom. It is flexible and varied, and that is what makes it such a strong learning concept. However, there are certain elements that must be in place to foster deeper learning, active engagement, and high-quality work.

The key elements of PBL are authenticity, student's voice and choice, reflection, criticism and revision, and a challenging problem or question. A challenging issue or problem is a matter that needs to be researched and solved, or a question that needs to be answered and answered. If students engage with them and perhaps even have the opportunity to choose them, the project will become more meaningful to them. Students don't just learn to memorize and memorize, they learn because they want to, and they have a real need to know something and apply it to the real world. Authenticity - In education, the term "authenticity" refers to the connection of something to the "real world. If the task at hand is relevant and understandable, students will be more motivated and connected to it. Knowing that their project can actually affect real people is the key to getting students fully immersed in the task.

Student voice and choice - being able to have a say in what is being talked about creates a sense of pride, responsibility, and ownership in students and naturally encourages them to care more and work harder. If students have input and significant control over many aspects of the project, they can go further and challenge themselves in different ways. Reflection - Throughout the project, students and teachers reflect on what, how, and why they are learning. Focusing on the learning process helps participants improve the process and the quality of future projects. Critique and revision - Students should be taught how to give and take feedback from teachers and peers and how to use it to improve or change their development process. This sets them up for success far beyond the current project.

How to manage activities: teachers work with students to organize, set goals, schedules, and deadlines, find and use resources, create meaningful projects, and make them public. Regarding assessment of student learning: Teachers use formative and summative assessments throughout the process to measure knowledge, understanding, and collaboration. There is one important point here, where students will also be self-assessed and graded by their peers or classmates. Summative assessments can take the form of presentations, products, or performances that demonstrate student learning and achievement of learning goals.

In PBL there is a key point, encouragement and learning, that is, teachers learn and create with their students and help when encouragement, redirection and celebration are needed, this is what makes the process innovative, which gives very good results and achievement of goals. Project-based learning has a very positive influence on students. It combines meaningful work, independence, personal connections, and collaboration, assimilating content and fostering academic achievement. Students take great pride in participating in projects that have real meaning and are important to their community. Students also learn on a deeper level: they can apply what they have learned and created to new situations

and can share their knowledge with others in the community. PBL also fosters a close connection between teachers and students. Teachers assign students to take the lead, and students respect that trust and want to succeed. Teachers and students share a love of learning and engagement as they work together to produce meaningful work. Finally, students learn several skills necessary for future success, such as collaboration, communication, responsibility, flexibility, and compromise. [2, c. 22–25.]

How is PBL different from traditional teaching methods? In traditional teaching methods, the teacher is usually the primary source of information and students are expected to memorize and reproduce the information. In PBL, students take responsibility for their own learning and actively participate in the process of discovering and constructing knowledge. PBL also emphasizes the development of skills such as critical thinking, problem solving, and collaboration, which are necessary for success in the 21st century.

In the traditional form of learning, much remains in the classroom and is directly connected to the teacher's block, while PBL has a direct connection and application of skills and knowledge to the real world. PBL is student-centered and accompanied by teacher guidance, while in traditional, assignments are assigned by the teacher and students follow instructions. It can be concluded that PBL has several advantages, such as: increased engagement and motivation, deeper understanding of concepts, development of critical thinking and problem-solving skills, improved collaboration and communication skills and preparation for real-world experiences and careers.

Project-based learning is an innovative approach to the organization of the learning process. innovative technologies of project-based learning have already been implemented, there is an increase in the qualifications of students, professional development of specialists and activation of the role of independent student work. Valuable thing is that it is a practical, theoretical and cognitive project. The main work on the project is the updating of the discovery and

acquisition of new knowledge, skills and abilities and their creative application in new conditions. Work on the project methodology requires the highest degree of student independence search activities, active research, performing and communicative communication. Project-based learning technology is considered as a flexible model of educational process organization, focused on creative self-realization of the student's personality through the development of his intellectual and physical capabilities, volitional qualities and creative abilities. [1, № 3.]

The introduction of project-based learning in educational programs will bring the University educational system closer to the Bologna system, which leads to the development of student mobility with the possibility of further employment, increases the competitive advantages of graduates.

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