

MODERN APPROACHES TO PREPARING STUDENTS FOR INNOVATIVE PEDAGOGICAL ACTIVITIES

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ABSTRACT

The article systematically analyzes the problem of forming the readiness of pedagogical personnel for innovative activities, the theoretical and methodological possibilities of the acmeological approach, the mechanisms of achieving professional maturity of the pedagogical personality, the content of the concept of innovative pedagogical activity, its structural components and development factors, the motivational, cognitive, activity and reflexive components of preparation for innovative activities, the inextricable link between the readiness of teachers for innovative activities and their professional effectiveness, the importance of forming an innovative environment in the pedagogical education system, improving the professional development of teachers and increasing the quality of education, and the manifestation of the acmeological approach as an effective theoretical and practical mechanism for ensuring the readiness of teachers for innovative activities.

Keywords: Competence, education, systematicity, development, skill, acmeology, innovation, activity, profession, development, component, continuity, individuality, innovations, approach, reflection, teacher, preparation.

INTRODUCTION

The modern educational space is undergoing a radical renewal under the influence of globalization, digital transformation and socio-economic changes. In such conditions, the requirements for the pedagogical personality are rising to a qualitatively new level. The pedagogical personality is considered not only as a provider of knowledge, but also as a subject who organizes innovative activities, designs the educational environment and independently manages his own professional development. In this regard, the issue of pedagogical readiness for innovative activities has become one of the priority areas of pedagogy and educational theory.

Acmeology studies the highest stages of a person's professional and personal development and explores the mechanisms for realizing his maximum potential. Therefore, studying the preparation for innovative pedagogical activity based on the acmeological approach is of urgent importance in terms of ensuring the professional maturity, reflexivity and creative activity of the pedagogical personality.

The concept of innovative pedagogical activity includes such aspects as introducing innovations into the educational process, the effective use of advanced technologies, and the formation of independent thinking, creativity, and critical analysis skills in students. In this, the professional maturity of the teacher, his personal position, and social responsibility are decisive factors. Therefore, the issue of forming their readiness for innovative activity in the

process of training teachers requires not only methodological, but also deep psychological and acmeological analysis [3].

The relevance of the topic is also explained by the fact that in the context of current educational reforms, improving the professional competencies of pedagogical personnel, preparing them to effectively operate in an innovative environment is becoming a strategic task. At the same time, developing the abilities of teachers to self-awareness, analyze their own activities, and improve them is one of the central ideas of the acmeological approach.

It is worth noting that the acmeological approach in the process of forming preparation for innovative pedagogical activity serves to combine the theoretical knowledge of the teacher with practical activity, to develop the ability to make independent decisions and develop innovative solutions in his professional activity. The issue of acmeological approaches to preparation for innovative pedagogical activity is a complex, multifaceted and in-depth scientific research problem. The development of theoretical and practical solutions to this problem allows us to further improve the pedagogical education system, improve the professional skills of teachers and raise the quality of education to a new level. Therefore, this research area is of particular importance as one of the priority tasks of modern pedagogical science.

METHODS

The teacher's readiness for innovative activity is a complex, multi-component system, which is manifested in the interaction of personal, professional, motivational and cognitive factors. The level of this readiness is determined by the teacher's ability to master new pedagogical technologies, implement them in practice and constantly improve the educational process. In this regard, the acmeological approach plays an important role as a theoretical and methodological basis aimed at bringing the professional development of the pedagogical personality to its peak. This approach involves increasing the effectiveness of innovative activity through the realization of the internal potential of the individual, self-development and strengthening reflexive activity [1].

A comprehensive approach was used in this. In particular [4, 5, 6, 7]:

- theoretical analysis (study of scientific literature, concepts and approaches);
- comparative analysis (comparison of various pedagogical models);
- modeling (acmeological model of innovative preparation);
- empirical methods (questionnaire, interview, observation);
- statistical analysis (processing of the results obtained).

The study of acmeological approaches to preparation for innovative pedagogical activity is carried out in several stages.

At the first stage, a theoretical analysis of the problem was carried out, and the content-structural aspects of the concepts of innovative pedagogical activity and acmeological development were clarified.

At the second stage, an acmeological model of teachers' preparation for innovative activity was developed using the modeling method.

At the third stage, empirical research methods were used to assess the practical value of this model - questionnaires, semi-structured interviews and observation methods.

Special attention was paid to the integration of qualitative and quantitative methods in data analysis. While content analysis served to study the reflexive thoughts of teachers, statistical analysis made it possible to ensure the reliability and validity of the results. Thus, the research methodology was manifested as a multifaceted scientific approach aimed at a comprehensive and in-depth study of preparation for innovative pedagogical activity.

RESULTS

The rapid pace of development of modern society, globalization and digital transformation processes are placing completely new demands on the education system. Today, the teacher is not only a subject of knowledge transfer, but also a generator of innovative ideas, a specialist who designs the educational process and ensures its effectiveness. In this regard, the problem of preparing pedagogical personnel for innovative activities has become one of the most relevant scientific areas of modern pedagogy and educational theory. In particular, the analysis of this process from the acmeological perspective, which studies the highest stages of human development and professional maturity, is of great scientific importance.

The acmeological approach to preparing for innovative pedagogical activities represents the professional development of the pedagogical personality as a dynamic and continuous process and describes the mechanisms for achieving its highest point of effectiveness - the state of "acme".

The acmeological approach is a complex methodological system that studies the laws of achieving the highest result ("acme") in the professional and personal development of a person, which is formed on the basis of the integration of a number of basic approaches. These approaches complement each other and provide a deep and versatile preparation of the teacher for innovative activities. Below is a scientific explanation of the content of the main basic approaches in the acmeological approach [2]:

1. Systemic Approach - is the main foundation of acmeological research. According to it, the professional development of a teacher is considered not as a set of separate elements, but as a holistic system consisting of interrelated components. This approach allows for an interdependent analysis of the teacher's motivation, knowledge, skills and personal qualities.
2. Person-centered Approach - puts the human personality at the center of acmeology. This approach is based on taking into account the individual characteristics, abilities, needs and values of the teacher. This makes it possible to determine an individual development trajectory for each teacher and realize his or her inner potential.
3. Activity-based Approach – based on this approach, the development of the teacher is linked to his or her practical activity. That is, the person is formed and improved precisely in the process of activity. Preparation for innovative pedagogical activity also develops through real pedagogical practice, solving problem situations and creative activity.
4. Competency-based Approach – implies viewing the professional training of a teacher not as a set of knowledge, but as a system of competencies that are manifested in practical activity. From an acmeological point of view, high-level professional skills are the integrated manifestation of various competencies.
5. Reflexive Approach – is aimed at developing the teacher's ability to analyze, evaluate and improve his or her own activities. Reflection is a decisive factor in acmeological development,

which allows a person to understand his own achievements and shortcomings and determine a strategy for further development.

6. Axiological Approach - focuses on the formation of a system of values in the pedagogical activity. The professional and personal values of the educator directly affect his attitude to innovative activity, motivation and decision-making processes.

7. Synergetic Approach - considers acmeological development as an open, nonlinear and self-organizing system. According to this approach, the development of the educator occurs as a result of the interaction of external influences and internal opportunities. Innovative activity is formed as a result of this dynamic balance.

8. Lifelong Development Approach - in acmeology, it is aimed at ensuring the development of the individual throughout his life. The educator must constantly update his knowledge and skills, master new innovations. This approach interprets achieving professional "acme" as a continuous process.

The formation of innovative training is carried out through a number of interrelated components. The motivational component covers the internal needs, values, and positive attitude of the teacher to innovative activities, while the cognitive component includes systematic knowledge about modern pedagogical technologies, digital tools, and educational innovations. The activity component is associated with the ability to apply this knowledge in the practical process, develop innovative solutions, and redesign the educational process [8].

The training process organized on the basis of the acmeological approach forms a high level of independence, creativity, and innovative thinking in teachers. At the same time, their abilities to solve problem situations, make unconventional decisions, and individualize the educational process develop in their professional activities.

Preparation for innovative pedagogical activities includes the following components [9, 10]:

1. Motivational component — the teacher's internal need and interest in innovative activities;
2. Cognitive component — knowledge about modern pedagogical technologies and innovations;
3. Activity component - skills to implement innovations in practice;
4. Reflexive component - the ability to analyze and improve one's own activities;
5. Acmeological component - strategies for striving for professional maturity and self-development.

Teachers trained on the basis of the acmeological approach:

- a high level of innovative activity;
- the ability to make independent decisions is developed;
- professional reflection and self-assessment skills are formed;
- a creative approach prevails in designing the educational process.

It was also found that there is a positive correlation between the level of innovative training and the professional effectiveness of the teacher.

DISCUSSION

The formation of preparation for innovative pedagogical activity on the basis of the acmeological approach provides a qualitatively new stage in the pedagogical education system. This approach is based on the view of the pedagogical personality as an active subject of development, serving to maximize the mobilization of its internal resources [11].

From this point of view, the integration of the acmeological approach with constructivism and the competency approach is highly effective. Because constructivism puts forward the idea of independent construction of knowledge in the educational process, and the competency approach combines this knowledge with practical activity. Acmeology enriches this process from the point of view of personal and professional development. Preparation for innovative activity is determined not only by external factors - technologies or methodologies, but also by the internal psychological state, motivation and level of self-awareness of the teacher. Therefore, the introduction of reflexive practices, coaching and mentoring technologies in the pedagogical education process is of great importance.

However, there are some problems in implementing this approach in practice. In particular, the insufficiently formed acmeological culture of teachers, the limited innovative environment, and the preservation of traditional educational stereotypes can reduce the effectiveness of this process. Therefore, it is necessary to develop targeted programs aimed at eliminating these problems in the future. The acmeological approach is an effective tool for developing innovative activities in the pedagogical education system. This approach allows us to view the pedagogical personality not only as a set of knowledge and skills, but also as an active subject who independently determines his own development trajectory. At the same time, the integration of acmeological principles in the process of training teachers in a digital educational environment is of particular importance [12].

CONCLUSION

Formation of training for innovative pedagogical activity based on the acmeological approach brings the professional development of pedagogical personnel to a new level. This approach allows the realization of the personal and professional potential of the teacher, increases his innovative activity and has a positive impact on the quality of education.

These basic approaches, integrated into the acmeological approach, ensure the comprehensive development of the pedagogical personality. They allow us to view training for innovative pedagogical activity not only as a methodological or technological process, but also as a whole system of personal, professional and value development.

It is of scientific and practical importance in improving the pedagogical education system, modernizing the processes of training and retraining of teachers.

Formation of training for innovative pedagogical activity based on the acmeological approach allows for the systematic and effective organization of the professional development of pedagogical personnel. This approach is an important factor in revealing the internal potential of the pedagogical personality, increasing its innovative activity and improving the quality of the educational process.

The study also showed the need for widespread implementation of acmeological models in the pedagogical education system to ensure continuous development, reflexivity and innovative activity. This, in turn, will serve to increase the competitiveness of the education system and train qualified pedagogical personnel in accordance with the requirements of modern society.

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