

THE STUDY OF THE PROBLEM OF DEVELOPING TEACHERS' INNOVATIVE COMPETENCE IN SCIENTIFIC RESEARCH

Orifjonova Madinabonu Mirzohid kizi

2nd-year Master's student, Termiz Institute of Economics and Service

Abstract: This article explores the psychological tools and methods used to identify the pedagogical and psychological factors affecting the innovative competence of foreign language teachers. The research investigates techniques that can be applied in the process of psychologically supporting intellectually gifted students and provides effective recommendations.

Keywords: Social environment, learning activity, innovative competence, problem situation, intellectual development, emotional success.

Introduction. Globally, one of the main challenges in higher education is the improvement of professional training by developing the innovative competence of future foreign language teachers and optimizing the teaching and learning process through pedagogical mechanisms. This necessitates the broader application of innovative methodological approaches in higher education institutions and the implementation of interactive teaching methods, leading to the development of a modernized didactic foundation for fostering innovative competence.

The current era of societal development, based on innovation, is characterized by profound socio-economic changes involving the integration of information and communication technologies (ICT) into all fields, including education and science, with increased recognition of the value and role of individuals in the production process.

In this regard, American scholar Alvin Toffler, in his book "Future Shock", emphasized that society demands the transformation of individuals into more complete human beings, adaptation to modern conditions, and the evolution of society into a model one. He noted:

“In today’s world, scientific knowledge alone is not enough. People need to acquire knowledge and skills integrated with international experience.”

Furthermore, Toffler argued that:

“In the modern information world, knowledge is increasingly turning into obsolescence—what is true today may be false tomorrow. Students must learn how to learn, unlearn, and relearn. Tomorrow’s illiterate is not the person who cannot read, but the one who cannot learn” [4, p. 273].

Uzbekistan's new stage of development aims to enrich the content of educational trajectories and focuses on preparing personnel with exemplary worldviews, high-level professional competencies, and the capacity to contribute to societal development and individual growth.

The innovative, student-centered teaching style aimed at laying the foundations for the Third Renaissance does not merely provide a systematized body of knowledge. It also enriches students' spiritual values, enables them to effectively use their professional potential in unpredictable situations, and cultivates the ability to critically and analytically evaluate and predict processes occurring in their environment.

In pedagogical innovation, the concept of "new" plays a central role. According to V.A. Slastenin, innovations may be private, conditional, local, or subjective. For instance:

- **Private innovations** involve updating a specific element of an existing system.
- **Conditional innovations** result from small changes in parts of the system.
- **Local innovations** are marked by the application of new elements in specific settings.
- **Subjective innovations** are innovations that are new to a particular teacher or learner.

In foreign language teaching, innovations include shifts from grammar-translation methods to communicative approaches. The rising demand for language instruction has necessitated structural changes in language teaching content and methodology.

For example, the inclusion of emphatic constructions, idioms, and causative passive forms in English as standalone instructional elements reflects conditional innovations that shift classroom processes while retaining core grammar.

Reforming the linguistic competence of future foreign language teachers in line with innovative developments in language education systems is essential. Mechanisms must be designed to develop linguistic competence, especially among students who show low performance.

Different scholars have offered varied perspectives on the terms "competence" and "competency." According to D. Raven in his 2002 work "Competence in Modern Society: Identification, Development, and Realization",

"Competency is composed of multiple competencies, many of which are independent of each other. Some are cognitive in nature, others emotional... These competencies complement and enhance one another and are critical to effective self-management" [7].

Conclusion. Education based on a competency-based approach aims to prepare highly qualified future foreign language teachers who can contribute to the stable development of society and the economy and find their place in the labor market. The development of innovative competence is not only a demand of modern pedagogical reform but also a guarantee for nurturing professionals who can respond flexibly to new challenges, think critically, and integrate global experience into their professional activities.

Today, the field of education is witnessing the development and widespread adoption of **innovative pedagogy**. This emerging branch of pedagogy is driven by the need to restructure traditional teaching and learning systems in line with modern requirements. Scholars

emphasize that classical pedagogical theories have become outdated and are no longer effective in educating the new generation in today's rapidly changing world.

The main task of innovative pedagogy is to revise and reconstruct the existing education system using creative, research-based, and technology-integrated approaches. This involves a shift from teacher-centered instruction to learner-centered strategies that foster independent thinking, creativity, and active participation.

Pedagogy, as a scientific system of knowledge, is founded on principles such as objectivity, consistency, scientific validity, and internal harmony. In designing any pedagogical system, these principles must be strictly observed. In particular, innovative pedagogy must be based on scientific methods and not influenced by ideological biases. The primary indicator of objectivity is the alignment of pedagogical knowledge with the intellectual development and needs of learners.

In conclusion, innovative pedagogy is not merely about introducing new tools or methods — it is about fundamentally transforming the educational process. It aims to equip learners with the skills, competencies, and mindset necessary to thrive in a complex and technology-driven world. Therefore, innovation in education is not a luxury, but a necessity for the sustainable development of society.

References:

1. Ishmukhmedov, R., Abdukodirov, A., & Pardayev, A. (2008). *Innovative Technologies in Education (Practical Guidelines for Teachers of Educational Institutions)*. Tashkent: Iste'dod Foundation.
2. Mukhammadiev, G.I. (2004). *Scientific and Theoretical Foundations of Modern Pedagogical Technologies: A Study Guide*. Jizzakh.
3. Olimov, K.T. (2011). *Pedagogical Technologies*. Tashkent: Science and Technology.
4. Ochilov, M. (1976). *The Ethics of Teaching*. Tashkent: O'qituvchi Publishing House.
5. Ochilov, M. (2000). *New Pedagogical Technologies: Lecture Notes*.
6. Salimova, N. (2001). *Education in the UK and Finland: International Perspectives*. Ma'rifat Newspaper.
7. Tolipov, U., & Usmonboyeva, M.U. (2006). *Research Foundations of Pedagogical Technologies: A Study Guide*. Tashkent: Science Publishing House.
8. Usmonov, N. (2002, February 13). *Vocational Education in Germany*. Ma'rifat Newspaper.
9. Erkhonova, Yu. (2002, February 27). *France's Educational Excellence Standards*. Ma'rifat Newspaper.
10. Fayzullayeva, D.M., Ganiyeva, M.A., & Ne'matov, I. (2013). *A Collection of Teaching Technologies for Theoretical and Practical Lessons: Methodological Manual*. Tashkent: TDIU.
11. Shodmonova, Sh.S., & Ergashev, P.S. *Religious Pedagogy: Methodical Manual*.
12. Amonashvili, Sh.A. (1990). *Personality-Based and Humanistic Foundations of the Pedagogical Process*. Minsk.
13. Angelovski, K. (1991). *Teachers and Innovations*. Moscow.