INTERNATIONAL RESEARCH ON THE DEVELOPMENT OF TEACHER INNOVATION COMPETENCE

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ENTRANCE

Modern society fast development , global information exchange and digital of technologies education to the system deep enter progress teacher to the activity new requirements Today 's on the day education process only knowledge to give with limited not , maybe in students independent thinking , creativity , problem solving solution to grow and innovative approaches application skills to form directed . Therefore, the teacher 's innovative competence modern pedagogy the most important and current research from directions one as is being considered .

ANNOTATION

International in research innovative competence teacher 's pedagogical in activity news create , advanced experiments mastery and them effective application ability as interpretation This competency is not only new method and technologies to know , maybe them critical assessment , adaptation and education to the environment integration to do it yourself inside In particular , Europe and other developed countries education in the system teacher 's innovative thinking , reflexive approach and continuous professional development important factor as confession is being done .

Support words : innovative competence , creativity , pedagogy technologies , interactive methods , reflection , digital education , pedagogical approach , integrative model, “CIF” formula , competence , education quality , innovation , methodology .

ANNOTATION

Thesis purpose and tasks : future teachers innovative competence to develop service doer scientific based methodical the system working exit and his/her efficiency experiment based on from determining consists of . This from the purpose come out , in a hurry following tasks tagged : innovative competence concept , structure and components analysis to do ; international (OECD, UNESCO, Dewey, Vygotsky, Fullan) experience and control in groups changes compare and results based on methodical recommendations preparation

Key words: innovative competence, creativity, pedagogical technologies, interactive methods, reflection, digital education, pedagogical approach, integrative model, formula " CIF ", competence, quality of education, innovation, methodology.

ANNOTATION

Tsel i zadachi dissertation: razrabotka nauchno obsnovannoy methodical system, service development and innovative competence of the future, and identification and effectiveness of the basis of experimental verification. Iskhodya iz etoy tseli, and follow-up tasks set by the dissertation: analysis of

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the concept, structure and components of innovative competence; comparison of modified and international (OESR, UNESCO, Dewey , Vygotsky, Fullan) experimental and control groups and preparation of methodical recommendations and basic results.

Keywords: innovative competence, creativity, pedagogical technologies, interactive methods, reflection, digital education, pedagogical approach, integrative model, "CIF" formula, competence, quality of education, innovation, methodology.

The purpose and objectives of the thesis are: to develop a scientifically based methodological system that serves to develop the innovative competence of future teachers and to determine its effectiveness on the basis of experimental testing. Based on this goal, the following tasks were set in the thesis: to analyze the concept, structure and components of innovative competence; to compare changes in international (OECD, UNESCO, Dewey, Vygotsky, Fullan) experimental and control groups and to prepare methodological recommendations based on the results.

In the 21st century, a radical change in approaches to the education system, the integration of pedagogical activities with modern technologies, and the diversity of social needs require the teacher to become not only a provider of knowledge, but also a carrier of innovations, a methodological leader, a digital thinker, and a person who constantly improves his or her activities. This attitude with " innovative" The concept of " competence " education in the field current to the point became . Innovative competence is simple professional skills sum not , maybe teacher's pedagogical in the activity variable to the conditions suitable adaptation ability , innovative technologies selectively to take and to practice implementation to grow according to integrative approach means .

This competence deep understanding and pedagogical to the process effective current to grow for international and national in research formed theoretical concepts analysis to do , their in their approaches commonality and differences determination , advanced experiments separate show This analysis is necessary . pedagogical in education innovative competence formation according to scientific reasonable decisions acceptance to do and him/her methodical in terms of in justification important importance profession In particular , international in experience innovative competence often the terms "creative competence", "teacher innovation capacity", "instructional design competence" or " technological pedagogical competence" with is expressed . Every one term to oneself typical scientific and methodological to the base has is different in countries education systems from needs come comes out . Therefore, their every one study pedagogical innovative competence complex to understand ground creates .

International in research teacher 's innovative competence to form circle approaches comparison

Researcher / Country	Approach or model name	Home directions	Attention focused competence aspects
Koehler & Mishra (USA)	TPACK model	Pedagogical , technological and scientific knowledge integration	Technological literacy , didactic adaptation
Ilomäki (Finland)	Reflective and intercultural model	Permanent learning , intercultural communication , digital literacy	Reflection , critical thinking , professional leadership

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Zhang & Wang (China)	AI- based methodology	Artificial intellect tools with to teach and assessment	Analytical thinking , problem solution , ethics
SECI model (Japan-Slovenia)	Knowledge rotation model	Knowledge external in format to express , to repeat mastery	Collaboration , reflection , creativity

Above in the table apparently It is clear that international in experience innovative competence formation approaches more technological integration , reflection and creativity based on is built . Example for , in the USA teacher's innovative competence more **TPACK model** (via Mishra & Koehler, 2006) analysis In this model pedagogical knowledge (Pedagogical Knowledge), subject knowledge (Content Knowledge) and technological Technological Knowledge integration main priority direction as is marked . Other in other words , modern teacher only the lesson transient not , maybe technology didactic in terms of adapt can expert to be This model is later Europe Union the students preparation to the standards basis as was taken . In Europe and more **"creative and reflective teaching competence"** , **"digital innovation competence"** [1]such as conceptual approaches formed . They have teacher 's personal growth , own on performance , innovation readiness , self I will evaluate. to receive important criterion as Germany , Finland , Slovenia , Sweden such as countries pedagogical personnel in preparation this competence pedagogical study plans and practical to programs integration did .

American by researchers M. Koehler and P. Mishra (2006) working developed TPACK model this in the direction leader from concepts one is the teacher's knowledge , pedagogy and to technologies related knowledge integration to do the necessity based on gives . Their in my opinion , innovative competence at the bottom pedagogue own science good knowledge , the student understand to receive , and this with together technology is also didactic point of view from the point of view right hand to receive (Koehler & Mishra, 2006). This model was later Europe Union widely in countries current was done and every one country own education to the system customized shape working It came out .

Europe's Finland such as in the countries and teacher 's innovative competence only technician from tools use at the level not , maybe professional reflection , creativity , collaboration work , critical thinking abilities also evaluated through . M. Ilomäki (2013) Finland middle in schools take went in the study innovative teacher profile as following competencies separated by : digital literacy , methodical adaptability , intercultural communication , professional responsibility and permanent to study readiness . In this approach innovative Competence is , first of all , the teacher 's variable education environment with to integrate to take to the potential related that is displayed .

Slovenia to experience based without take The project “Innovative Learning Environments Supported by ICT” was launched [2](2017–2023) observations this showed that innovative competence not only alone in order adaptable quality not , maybe collective pedagogical cooperation through formable social professional It is a skill . Readers mutual knowledge to the SECI model of exchange relying on knowledge external to format to release them combine , try see and reflective in a way again

[1]"creative and reflective teaching competence" , "digital innovation competence"- https://research-management.mq.edu.au/ws/portalfiles/portal/131797537/116765269.pdf

[2]Innovative Learning Environments Supported by ICT -GAMTAMOXLINIS UGDYMAS / NATURAL SCIENCE EDUCATION

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mastery through own innovative potential This process teacher 's internal motivation , initiative and independent decision acceptance to do skills strengthens (mdpi.com, 2023).

In China and innovative competence "AI- integrated " in the formation pedagogy " approach L. Zhang and Y. Wang ([3]2022) at Peking University spent in research artificial intellect tools using teachers analytical thinking , problematic in situations pedagogical solution find and diagnostic assessment qualifications increase mechanism working They came out . in my opinion , innovative competence only digital from skills consists of not , maybe from technology purposeful , ethical and critical use is an ability (Zhang & Wang, 2022).

Conclusion as to say possibly international research one in terms of — innovative competence complex , integrative and permanent to develop based quality in the fact that This competence is a from the side , technological , methodological , creative and communicative skills harmony , second from the side , personal reflection , initiative and permanent to changes openness in itself embodied Uzbekistan education in the system this competence develop for and international experiments analysis national pedagogical traditions with harmonized , methodical in terms of based approach necessary . In this direction take going scientific research and this competence not only theoretical justification , maybe put it into real practice implementation to grow opportunity creates .

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