

FORMATION OF PROFESSIONAL COMPETENCES OF FUTURE RUSSIAN LANGUAGE TEACHERS ON THE BASIS OF INNOVATIVE ACTIVITY TECHNOLOGIES

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Abstract. The authors discuss the prospects for developing modern teacher's competences in the process of digitalization of education and several related problems. The purpose of the study is, based on the analysis of scientific research conducted in Russia and some other countries, to provide pedagogical management with a promising system for developing digital competencies in order to enable teachers to master modern educational technologies. Teachers' innovativeness and leadership as psychological characteristics that help them become digitally competent are considered from a theoretical standpoint. Based on these characteristics, as they are manifested in the educational process, a theoretical model of the structural elements of personal innovativeness is demonstrated.

Key words: information technologies, communication technologies, digital competences, digitalization of education, innovativeness, leadership, teachers

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ
УЧИТЕЛЕЙ РУССКОГО ЯЗЫКА НА ОСНОВЕ ИННОВАЦИОННЫХ
ТЕХНОЛОГИЙ ДЕЯТЕЛЬНОСТНОЙ НАПРАВЛЕННОСТИ

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Абстрактный. Авторы обсуждают перспективы развития компетенций современного учителя в процессе цифровизации образования и ряд связанных с этим проблем. Цель исследования - на основе анализа научных исследований, проводимых в России и некоторых других странах, обеспечить

педагогический менеджмент перспективной системой развития цифровых компетенций, позволяющей педагогам освоить современные образовательные технологии. С теоретической точки зрения рассматриваются инновационность и лидерство учителей как психологические характеристики, помогающие им стать цифровыми компетентными. На основе этих характеристик, как они проявляются в образовательном процессе, демонстрируется теоретическая модель структурных элементов личностной инновационности.

Ключевые слова: информационные технологии, коммуникативные технологии, цифровые компетенции, цифровизация образования, инновационность, лидерство, педагоги.

Modern researchers, experts and managers in the system of educational relations have no doubt that the education system must change. It's due to ongoing global changes, increasing the gap between the learning outcomes of modern graduates and the requirements for the sets of competencies of present and future employees. Such problems remain important: a high degree of schoolchildren's anxiety accompanying the choice of "professional life path", one profession "for the whole life" under the pressure of conservative teachers and parents (who grew up in an outdated paradigm); graduates' dissatisfaction of their profession choice, neurotic conditions, negative emotions associated with the opportunity to make a wrong choice. The existing forms of career guidance, designed to help students with professional self-determination, create a certain paradox: higher awareness - the higher the anxiety in the rapidly growing world. Thereupon, the main achievement of the secondary school, according to the author, is the willingness and desire to get the lifelong learning with the cognitive interest as a sustainable need to develop and expand your knowledge. Based on the many years' researchers, European scientists describe the future world with the abbreviation VUCA, which means: Volatility, Uncertainty, Complexity, Ambiguity (Bennett, Lemoine, 2014). According to The WorldSkills Russia and Global Educational Futures development groups, who are engaged in

forecasting the future professions image and selection of appropriate competencies, changes in educational systems will occur under the influence of global trends.

digitalization (Internet of things, Big data, artificial intelligence); automation and robotization (cyber-physical systems, automation of cognitive and physical labor); 2. Social trends: demographic changes (increase in life expectancy and the age of the active working population, reduction young people amount in working age; change the women role and the model of childhood); network community formation (networking, meaningful consumption, gamification); 3. Techno-social trends: globalization (economy, knowledge, technology); ecologization (education for sustainable development (Ursul, A., Ursul, T., 2013)). All positions are influenced by a single megatrend - exponential acceleration of the changes' rate. In this context, groups of critically needed for future success skills are emerging. Partnership for the 21st century skills, Center for Curriculum Redesign, SKOLKOVO scientists and others tried to determine a list of basic 21st century skills: concentration and attention management; emotional intelligence; digital literacy; creativity; ecological thinking; crossculture; self-education (Davies, Fidler, Gorbis, 2011). According to these researchers, there is an objective need to find a new approach to building a model of skills. Instead of hard skills and soft skills are proposed to consider the contextual (specialized), cross contextual and existential skills. Contextual skills are required to perform work functions in specific professional areas and exist with these functions and operations. With the change of technology, or in the case of replacing human labor on the labor of the machine, highly specialized skills gradually disappear. Cross-context skills have a longer life cycle and can be used in various fields. It is the basis of effective human activity. As existential skills are used by a person throughout life in various contexts, improved and transformed. For example, willpower, goal-setting, reflection. Their relevance increases with age. It is obvious that a fundamentally new result cannot be obtained on the basis of the traditional approach (Fadle, Bialik, Trilling, 2016). So, there is a problem of approaches, forms and methods of teaching and the educational process organization revision. Today,

however, there is a predominance of the last century values in educational systems: one education for life, long staying as a one organization' employee, unification, the monotony operations, linearity in education and work. The challenges of the 21st century require a fundamental change in the educational paradigm towards the development of creativity, planning activities, implement multidirectional projects, manage human, information and material resources. The skills' obsolescence is faster than an education receiving. The educational paradigm should turn to the student' personality even more than it has been postulated since the beginning of the era of humanism development to reveal the unique potential of everyone. This is hampered by the implementation of standard tasks, the prohibition or limiting initiatives, a strong separation of various educational institutions, which does not contribute to understanding the education as a single ecosystem. But there is a certain progress in this direction. Educational organizations are gradually becoming a place open to different age groups and people with special needs, comfortable for family stay. There is a tendency to transfer schools and universities to the status of basic platform or «attachment points», serving as the starting point of an individualized educational route. Part of the educational content is placed on the e-learning platforms, freeing up time for the practice. The most important change is teachers' role change and understanding the plurality of knowledge sources, awareness of the need for continuous education. A major step towards international cooperation in improving the education systems and shaping the image of the future was the research by international company the Boston Consulting Group (BCG), which also includes Russian analysts. The company conducted large-scale interviews with representatives of top management of the world's largest companies, as well as Russian employers. One of the research directions was to identify employers' expectations regarding future employees and their requirements in the context of priority areas of the companies' development. The starting point is a gradual orientation to the «knowledge economy», where people with high cognitive abilities, developed abstract and design thinking, the ability to act in conditions of constant change both working independently and in working groups can successfully act. At

the same time, Russia has a low share of employment in high-tech industries, which is due to the total lag the education system from the real practical problems (Pellegrino, Hilton, 2012). Realizing the importance of high educational results for the prosperity of the country, Russia starts to discuss new longterm strategy of education development, determining the mission, key priorities and directions. For the first time, the development of the Strategy was entrusted not only to experts of the Russian Academy of Sciences, but also to "practitioners", those people who daily solve the urgent problems of training and education – teachers and principals, as well as parties directly interested in the level of training of future specialists - potential employers, large companies, businessmen. Planning Russia's socio-economic development strategy in 2024-2035, the Higher School of Economics - National Research University and the center for strategic research presented a report on 12 solutions for new education, understanding that the education sector will become the backbone of the future technological market ("12 solutions for new education", 2018). «According to the Global Human Capital report – 2017 (Stefanova Ratcheva, Riordan, Takahashi, Thompson, Toscani, Vijay, ... 2017), Russia has a very high 4th place in the world in terms of human capital (measured mainly through the coverage rates for different levels of formal education), but only 42-e a place in the parameters of the real use of skills and involvement in lifelong learning. At the same time, Russia occupies 89th place in the world in such important indicator for economic growth as «availability of qualified specialists».

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