



IMPROVING INNOVATION COMPETENCE OF EDUCATORS- PSYCHOLOGISTS IN CONTINUOUS EDUCATION SYSTEM

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Abstract

The article discusses the essence of managing the formation of innovative competence of pedagogues-psychologists in the innovative field of continuous education. Its structure and ways to create educational modernization projects and programs for its implementation are shown.

Keywords: Continuous education, innovative competence, modernization programs, innovative field, modernization projects, goal setting, strategy selection.

INTRODUCTION

In the modern education model of Uzbekistan, new problems are formed in relation to the system, in which education is considered as the main factor in the formation of an innovative economy, as the most important condition for ensuring national security, well-being and creating the future way of life of the country. The quality of solving the strategic and tactical tasks assigned to the educational system largely depends on the professional competence of the pedagogue. As a result, one of the priorities of the educational policy is to provide highly qualified personnel capable of working in the innovative mode in the educational system and to form their innovative competence.

MATERIALS AND METHODS

S.A. Belyakov and V.J. Kuklin distinguish the following as the main stages of educational system management [2]:

- 1) designing the future controlled object or determining the desired direction of movement of the object;
- 2) determining and locating the current state of the object and its movement trajectory relative to the target;
- 3) determining the sequence of control actions aimed at transferring the object to the desired state and determining the resources necessary for this;
- 4) implementation of control actions that ensure the appropriate movement of the object.





RESULTS AND DISCUSSION

Based on the theory presented above, we chose to implement projects and programs that allow systematic influence on the management object as a management tool.

All projects implemented by us can be divided into 2 groups [4]:

1. Projects aimed at solving practical problems.
2. Projects aimed at the implementation of strategic goals of regional education (working on the creation of future general educational reality).

The goal of the comprehensive modernization of education project (CMEP) was to increase the efficiency of solving the tasks of the national educational initiative "Our New School".

Within the framework of CMEP, we organized the efforts of subjects of Samarkand region to modernize regional education systems on the basis of a competition.

Regions participating in the competition have developed regional complex projects for the modernization of education and, within the framework of their implementation, have undertaken specific obligations in the following areas: response to modern requirements for improving the quality of general education by developing a network of general education organizations creating educational conditions that provide; development and implementation of an objective independent system for monitoring and evaluating the quality of education; ensuring the state-public nature of education management; providing organizational support for the implementation of the project.

In the framework of electronic monitoring, the current indicators of the development of the educational system were compared with the obligations of the region at the time of entering the competition, and then with the indicators of the previous monitoring periods. Data was collected at three levels - at the level of the region, city (district) and educational organization. Most of the indicators were compiled by school operators at the level of the educational organization. Most indicators at the regional and city level were calculated and implemented in automated calculations within the system.

As part of the implementation of this project, a number of educational and reflexive-analytical seminars were held in the region. In one of them, it was decided to develop the project "Innovative models of working with human resources" that will allow to achieve regional indicators. The project was implemented by the Regional Institute of Professional Education and Professional Retraining and "Teachers' Creative Union". The main idea of the project is that in solving the tasks of the regional integrated project on the modernization of education, innovative human resources are necessary for [6]:



- a) registration of developments in the main directions of the integrated project on modernization of education and their standardization (the project's position);
- b) ensuring the delivery of norms by the city educational systems and educational institutions included in the project (methodologist - tutor position);
- c) analysis and verification of the conditions, process and result of setting norms (position of analyst and expert).

The implementation of the project was carried out in 3 stages:

In the preparatory phase, the analysis of the availability and status of the innovative personnel resource, as well as the methods, mechanisms and models of working with it, was carried out in the innovative schools.

At the main stage, training and certification of analysts, researchers, designers, experts, methodologists-tutors was carried out.

At the final stage, to analyze the effectiveness of using innovative personnel resources to solve regional educational problems; improvement (correction) of educational programs for training and certification of analysts, researchers, designers, experts, methodist-tutors.

The work was carried out in three stages. In the first stage - organizing training sessions for the winning teachers of the priority national project "Education" who decided to occupy one of the positions; in the second stage - remote work with inter-sessional tasks; in the third stage, the final attestation of students was carried out.

The main results of the conducted research project were as follows:

1. Models of working with innovative personnel resources were obtained and formalized.
2. An organizational scheme for the use of innovative personnel resources in the comprehensive modernization of education was developed and described.
3. Modular educational programs for the development of new positions for pedagogues of regional educational institutions were developed and tested.
4. It was determined that analysts, researchers, designers, experts, methodologists-tutors, managers will be trained in the logic of the activity approach to implement a complex modernization project.

CONCLUSION

In short, managing the formation of innovative competence of a pedagogues-psychologist includes planning and programming of education, as well as the use of special tools to regulate the activity and development of educational systems. These tools include, first of all, mechanisms for ensuring the continuity of education.





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