

## INNOVATIVE TECHNOLOGIES AS A FACTOR IN SHAPING THE PROFESSIONAL COMPETENCE OF STUDENTS

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### Annotation

Today, the modernization of vocational education, the requirements of employers to graduates of modern universities, the application of new educational technologies in the process of training future professionals, taking into account the competition in the labor market.

**Keywords:** student, university, competitiveness, innovative learning technologies, interactive learning.

In today's dynamically changing environment, knowledge and information are the main driving force, and innovative technologies are recognized as strategic resources of a developed competitive state. One of the main tasks of higher education is to increase the effectiveness of the process of training modern graduates, to increase its readiness to constantly improve their competencies, as well as their effective professional activity. Special attention is paid to modern educational technologies, innovative forms and methods of teaching.

The requirements of employers for university graduates serve to search for qualitatively new methods and training manuals that increase the effectiveness of the competitive educational process in the labor market and its practical orientation. Many employers, heads of departments of organizations of different forms of ownership pay special attention not only to the level of education of the applicant for employment, but also to the work experience, production practice that the graduate has accumulated during his studies at the university.

The aim of the study is to theoretically identify and analyze the nature of innovative learning technologies that underlie the proliferation of practice-oriented lessons and the role of active and interactive learning technologies that serve to develop student personal and professional competitiveness.

The study and theoretical analysis of the research literature, surveys conducted, in particular, using the LMS Moodle system, show that the training of university students is increasingly focused on the requirements of the labor market and suggests the following:

- experience of practical innovations and striving to realize their professional potential;
- focus on creativity and innovation;
- Ability to work in a team and demonstrate leadership qualities;
- the ability to make management decisions based on the unstable external and internal environment of the organization;
- Proactive design of the trajectory of personal and professional activity.

Today there is a need to move from the mass nature of the process of learning to build an individual trajectory of the educational direction, to turn the student into an active creator who can identify and shape the problem. At the same time, the use of innovative educational technologies determines the level of activity, knowledge and creative activity of students, as well as the effectiveness of competitive training.

Defines the contour of the practical use of the term "innovation", which provides the search for radically new or changing and alternative options for the application of different neoplasms in relation to the object and subject of research. Innovative education for a university student can be defined as the orientation to the formation of competitive technologies that contribute to the motivation of the student's self-development on the basis of a simulated educational trajectory.

The uncertainty of the direction of pedagogical innovation is explained by the complexity of defining the content of innovation, which is associated with the multi-component structural phenomenon of education, its many interdependencies and interdependencies. It is important to highlight the commonalities that unite researchers and innovators - foresight, participation, openness to the future, reassessment of values. Summarizing the above, an innovative approach to the educational process means the practice of modeling, implementing and introducing active, interactive forms and methods of vocational training of university students into the educational environment, including the formation of their competitiveness.

The methodological and theoretical basis for the search for innovative educational technologies has become a systematic, person-centered, competency-based approach.

Important features of active learning technologies have a number of features that can be successfully translated into the learning environment of higher education institutions. The practical format of active technologies in the formation of competitiveness of university students is in demand:

- Mandatory activation of the student's innovative thinking in the classroom;
- long-term manifestation of the activation of the student's learning activities;
- the ability to demonstrate creative independence in the search for solutions to complex problems that require innovative approaches;
- Interaction of teachers and students using direct and feedback in the mode of interactive technologies.

Interactive learning is a joint dialogical interaction of participants in the learning process, during which the process of information exchange is carried out through theoretical understanding, immersion in a competitive environment, new experiences of business cooperation, joint problem solving. Interactive technologies are the basis of innovative educational technologies, primarily affecting cognitive activity, stimulating the confrontation, competition, exchange of ideas that occur when students discuss complex problems in groups, in search of student interaction. Interactive technologies for developing competitiveness may

include: heuristic conversation, discussion, brainstorming, roundtable discussion, business games, selection of innovative projects with their discussion, and more.

Practice shows that interactive technologies, used in conjunction with traditional technologies, allow university students to achieve a sufficiently high level of formation of key components of competitiveness. In this regard, innovative interactive learning technologies are the most in demand in the educational environment of modern universities. Theoretical analysis of the diversity of innovative educational technologies in the formation of the competitiveness of future professionals and their experimental examination in the educational environment allows to highlight their characteristic features.

An important feature that contributes to the formation of competitiveness of university students is that they focus on the mutual development of students in group teaching. Due to the interactivity of decision-making in the group, higher quality ideas are produced in the process of collaborative work than the individual mental activity of the same individuals. The second hallmark of innovative educational technologies that shape professional competitiveness is the development of analytical, organizational, design, communication skills, the ability to make competent decisions in uncertain situations, the ability to build and manage individual learning areas. The third feature can be presented in the form of changing forms of cooperation aimed at the consistent development of activities in the process of solving learning and cognitive tasks of different levels of complexity. The manifestation of the fourth feature focuses on active subjective participation and different scenarios of the student's cognitive interaction with the teacher and within the study groups.

It should be noted that this list of characteristics that characterize innovative educational technologies does not fill all existing areas, it only determines the vector of developing a strategy for organizational and pedagogical support of personal and professional development of the future specialist. The peculiarity of the selected features is that they do not have clearly defined boundaries of application, and the subject-subject interactions within a complex interactive group are complementary in nature. Clearly, the continuity of innovative educational technologies provided to shape the competitiveness of university students can be determined using meaningful criteria that serve as a specific indicator for solving current research problems.

Such criteria that can objectively classify interactive learning technologies as innovative are:

- New interactive technologies that have emerged as a result of pedagogical creativity in the period from five to ten years.
- Advanced technologies adapted to the innovative educational environment, including those acquired and mastered in social and professional practice.
- Educational technologies used in new conditions.

Hence, the solution of the problem of effective use of innovative educational technologies in the formation of professional competitiveness of future graduates is directly related to the

goals, advantages and disadvantages of traditional, interactive and innovative interactive educational technologies. The distinctive features of interactive technologies from innovative interactive methods for the formation of competitiveness of university students are: the orientation of known and required educational technology to future professional activities and its application in new conditions; novelty of technology, ie its application in the educational process for a period not exceeding ten years; Use of advanced foreign technologies, which are typical for the training of competitive specialists in the context of higher education.

### **List of Used Literature**

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