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AN ANALYSIS OF FOREIGN AND NATIONAL EXPERIENCES IN DEVELOPING SKILLS FOR THE APPLICATION OF PEDAGOGICAL INNOVATIONS AMONG FUTURE TEACHERS

Sherniyazova Jamiyla Elmuratovna
Basic Doctorant, Nukus State Pedagogical Institute Named after Ajiniyaz

Abstract
This article presents a comparative analysis of foreign and national experiences regarding the development of skills for applying pedagogical innovations among future teachers. It examines the mechanisms for implementing innovative pedagogical technologies within the educational systems of the USA, Finland, South Korea, Singapore, and Germany. Furthermore, it provides a scientific and theoretical basis for establishing an innovative educational environment within Uzbekistan's higher pedagogical education system, including the use of digital technologies, interactive methods, and competency-based approaches. The prospects for integrating foreign practices into national educational settings are also explored.

Keywords: Pedagogical innovation, future teacher, innovative competence, foreign experience, national experience, innovative educational environment, digital pedagogy, modern pedagogical technologies.

BO'LAJAK O'QITUVCHILARNING PEDAGOGIK INNOVATSIYALARNI QO'LLASH KO'NIKMALARINI RIVOJLANTIRISHNING XORIJIY VA MILLIY TAJRIBALARI TAHLILI

Sherniyazova Jamiyla Elmuratovna
Ajiniyoz nomidagi Nukus davlat pedagogika instituti tayanch doktoranti

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Annotatsiya
Mazkur maqolada bo‘lajak o‘qituvchilarning pedagogik innovatsiyalarni qo‘llash ko‘nikmalarini rivojlantirishning xorijiy va milliy tajribalari qiyosiy tahlil qilingan. AQSh, Finlandiya, Janubiy Koreya, Singapur va Germaniya ta’lim tizimlarida innovatsion pedagogik texnologiyalarni joriy etish mexanizmlari yoritilgan. Shuningdek, O‘zbekiston oliy pedagogik ta’lim tizimida innovatsion ta’lim muhitini shakllantirish, raqamli texnologiyalar, interfaol metodlar va kompetensiyaviy yondashuvlardan foydalanish imkoniyatlari ilmiy-nazariy jihatdan asoslangan. Xorijiy tajribalarni milliy ta’lim amaliyotiga integratsiyalash istiqbollari ochib berilgan.

Kalit so‘zlar: pedagogik innovatsiya, bo‘lajak o‘qituvchi, innovatsion kompetentlik, xorijiy tajriba, milliy tajriba, innovatsion ta’lim muhiti, raqamli pedagogika, zamonaviy pedagogik texnologiyalar.

Introduction

In the global education system, the effective implementation of pedagogical innovations within the educational process, the development of future teachers' readiness for innovative activity, and the cultivation of competencies in applying modern pedagogical technologies are recognized as priority areas. In the educational practices of developed nations, special emphasis is placed on enhancing the quality and effectiveness of teacher training by creating an innovative educational environment, integrating digital technologies into pedagogical practice, and employing creative and reflective approaches. Consequently, the study and comparative analysis of both international and national experiences hold significant scientific and practical value for identifying effective mechanisms to develop the skills of future teachers in applying pedagogical innovations.

An innovative educational environment is a complex of pedagogical, technological, methodological, and organizational conditions that facilitate the structuring of the educational process based on modern pedagogical technologies, information and communication tools, interactive methods, and creative approaches. This environment is characterized by its focus on supporting the

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innovative activities of educational participants, fostering independent thinking, cultivating a creative approach, and developing modern competencies.

The innovative educational environment encompasses modern technical tools, e-learning platforms, multimedia technologies, virtual and remote learning systems, interactive methods, digital educational resources, scientific-methodological support, and pedagogical mechanisms designed to facilitate innovative pedagogical practice. Within this environment, collaboration between educators and students, independent learning, reflective practice, and practical innovative experiences play a significant role.

Furthermore, an innovative educational environment contributes to enhancing the quality of education by ensuring the individualization, differentiation, and digitalization of the educational process. In such an environment, prospective teachers develop the competencies to implement pedagogical innovations, utilize modern pedagogical technologies, devise creative solutions to pedagogical challenges, and effectively organize innovative activities. Thus, an innovative educational environment manifests as an integrated pedagogical system that combines the pedagogical-psychological, methodological-didactic, and organizational-technical resources necessary for the creation, implementation, and effective application of pedagogical innovations within the modern educational system.

Currently, developed nations—such as the United States, Finland, South Korea, Singapore, and Germany—have established advanced practices for enhancing the professional preparation of future teachers, grounded in innovative technologies, interactive methods, digital platforms, and competency-based approaches. Concurrently, within Uzbekistan's own educational system, a series of reforms are underway, focusing on the practical implementation of pedagogical innovations, the development of future teachers' innovative competence, and the utilization of modern educational technologies.

In the pedagogical education systems of advanced foreign nations, special attention is paid to developing the competencies of future teachers in applying pedagogical innovations. In the United States, for instance, research is conducted on the use of innovative technologies, digital pedagogy, and the expansion of distance learning opportunities. Furthermore, approaches such as STEAM

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education, blended learning, and the "flipped classroom"—which foster creative thinking and technological competencies among future teachers—have been widely implemented. Additionally, universities and research centers are carrying out scientific and practical projects focused on the use of artificial intelligence, adaptive learning platforms, and digital assessment systems [1].

In Finland's education system, research aimed at preparing future teachers for innovative practice is grounded in the principles of reflective education, research-based teaching, and an individualized approach. In this country, methodological systems have been developed that utilize pedagogical innovations to democratize the educational process and cultivate students' capacity for independent thinking and problem-solving. In South Korea, extensive work is being carried out to develop a digital educational environment and to integrate pedagogical innovations into the educational process based on the "Smart Education" concept. In the training of future teachers, special emphasis is placed on the use of virtual laboratories, electronic platforms, artificial intelligence technologies, and mobile applications; furthermore, scientific research is being conducted on developing the ICT competencies of educators [2].

In Singapore's pedagogical education system, the application of innovative pedagogical technologies is considered a priority area in teacher training. The National Institute of Education (NIE) has developed scientific-methodological programs aimed at fostering the creative, critical, and innovative thinking competencies of future teachers. Additionally, research is underway on enhancing the effectiveness of teachers' professional practice through the integration of digital platforms and interactive methods into the educational process.

In Germany, scientific inquiry into the application of pedagogical innovations is structured around the integration of dual education, a competency-based approach, and practical professional activity. Scientific and practical research is being conducted in higher education institutions specializing in pedagogy, focusing on the development of future teachers' innovative competence, the integration of modern pedagogical technologies into the educational process, and the effective use of digital educational tools.

An analysis of advanced international practices indicates that scientific research and methodological developments concerning the application of pedagogical

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innovations play a significant role in enhancing the professional competence of future teachers, preparing them for innovative activities, and improving the quality of education.

In our country, large-scale reforms are also underway, aimed at developing the competencies of future teachers in applying pedagogical innovations, integrating modern pedagogical technologies into the educational process, and fostering an innovative educational environment. Specifically, the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," issued by the President of the Republic of Uzbekistan, identifies the modernization of the higher education system, the implementation of a credit-module system, the enhancement of educational quality through digital technologies, and the promotion of innovative activities as priority objectives [3]. Currently, pedagogical higher education institutions are actively working to integrate interactive methods, distance learning technologies, e-learning platforms, multimedia tools, and digital pedagogical technologies into the educational process, with the aim of preparing future teachers for innovative professional activity. In particular, special attention is being paid to organizing the educational process through platforms such as Moodle, Google Classroom, HEMIS, and ZiyoNET, as well as fostering students' independent and creative work by employing "blended learning" and "flipped learning" models.

Scholars in our country are conducting extensive research focused on introducing pedagogical innovations into the educational process, developing the innovative competence of teaching staff, and enhancing the digital educational environment. Specifically, the scholarly works of experts such as N.A. Muslimov, B.Kh. Khodjayev, O‘.Q. Tolipov, A. Abduqodirov, Q.T. Olimov, Sh. Sharipov, and N. Saidahmedov explore the theoretical and methodological foundations of pedagogical technologies, innovative education, the competency-based approach, and digital pedagogy. These studies focus specifically on integrating modern pedagogical technologies into the educational system, training pedagogical staff based on a competency-based approach, developing innovative educational methods, and refining the theoretical and methodological foundations of digital pedagogy.

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In particular, the scholarly work of educator N.A. Muslimov explores the scientific and methodological foundations for organizing the pedagogical process in an innovative way, utilizing modern pedagogical technologies to enhance educational effectiveness, developing pedagogical competence, and improving the professional preparation of teachers [4].

Research conducted by B.Kh. Khodjayev examines the modernization of educational content through a competency-based approach, the development of educators' readiness for innovative activity, and mechanisms for implementing interactive methods within the teaching process [5].

Furthermore, the research of O‘.Q. Tolipov and Q.T. Olimov provides a scientific basis for the design of pedagogical technologies, the organization of the educational process through a technological approach, and the development of professional competencies in future teachers. A. Abduqodirov’s research explores the pedagogical foundations for integrating information and communication technologies into the educational system, creating electronic educational resources, effectively utilizing distance learning opportunities, and establishing a digital educational environment.

In his scholarly work, Sh. Sharipov analyzes issues related to creative pedagogy, innovative educational technologies, and the development of pedagogical creativity; he has also developed methodological mechanisms for preparing future teachers for innovative professional activity.

As a result of these scholars' research, a scientific-theoretical and methodological framework has been established for integrating pedagogical innovations into the educational process, shaping an innovative educational environment, developing the professional and innovative competencies of teaching staff, and effectively leveraging the potential of digital pedagogy. Today, these scholarly contributions serve as an essential methodological resource for enhancing the quality of education in higher pedagogical institutions, preparing future teachers for innovative practice, and effectively implementing modern pedagogical technologies.

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