



IMPROVING THE MECHANISM OF DEVELOPING INNOVATIVE COMPETENCE OF FUTURE TEACHERS IN THE PROCESS OF INDEPENDENT LEARNING

Tangirbergenova Mexriban Ko'shkinbaevna

Teacher of the Department of Pedagogy, Nukus State Pedagogical Institute

Abstract

This article comprehensively covers the issues of developing innovative competence of future teachers in the process of independent learning. In the context of modernization of the educational process, a teacher is required not only to possess theoretical knowledge, but also to form the ability to perceive innovations, analyze them and effectively apply them in practice. From this perspective, the concept of innovative competence and its components are analyzed, and the importance of this competence in preparing future teachers for professional activity is revealed. The article substantiates the specific features of independent learning, its role in developing creative thinking in students, using digital technologies and strengthening the ability to find new solutions to problems. It also shows the effectiveness of using project-based assignments, research activities, reflection and self-assessment methods in organizing independent learning.

Keywords: Independent learning, innovative competence, future teacher, pedagogical technology, creative approach, information and communication technologies.

Introduction

In recent years, the issue of modernizing the education system and forming the teacher's personality in a new professional image has been put forward as an urgent task at the level of state policy. In particular, the Law "On Education" and the "Concept for the Development of Higher Education" place special emphasis



on innovative approaches to training teaching staff. In this process, it is important for future teachers to acquire not only theoretical knowledge, but also modern professional competencies, including innovative competence.

Innovative competence is the teacher's ability to perceive, analyze, apply innovations in the educational process and adapt them to practice. This quality is one of the main indicators determining the effectiveness of a teacher's work. Because new pedagogical technologies, teaching methods, digital tools are constantly emerging in the educational process, and working with them and adapting them to the needs of students requires an innovative approach from the teacher. From this point of view, the issue of integrating mechanisms for developing innovative competence of future teachers into the independent learning process is relevant. Independent learning is currently considered the most important form of self-development, deepening of knowledge and self-control of students. Unlike the traditional lesson process, independent learning forms in the student the skills of free thinking, creative approaches and finding new solutions to problems. The share of independent learning in the modern concept of education is increasing. This allows future teachers to develop the following qualities:

1. planning their activities and evaluating the results;
2. conducting independent research and searching for innovations;
3. forming creative and critical thinking;
4. using innovative pedagogical tools.

The development of innovative competence of future teachers, on the one hand, increases the effectiveness of education, and on the other hand, is a guarantee of the high-quality organization of the educational process in educational institutions in the future. Therefore, this article considers the issues of improving the mechanisms for the formation and development of innovative competence in the process of independent learning.

In this study, special attention was paid to identifying scientific foundations and developing practical approaches to improving the mechanism for developing innovative competence of future teachers in the process of independent learning. For this purpose, several methodological approaches were used.



First, the pedagogical essence of independent learning, the concept of innovative competence and its components were studied through the method of theoretical analysis. Domestic and foreign scientific literature, state programs and regulatory legal acts were analyzed, and factors influencing the formation of innovative competence of future teachers were identified.

Secondly, using the comparative method, the process of independent learning in the education system of Uzbekistan and advanced practices in foreign countries were compared. This approach made it possible to identify effective mechanisms for developing innovative competence and adapt them to national conditions. Based on the pedagogical observation method, students' independent learning activities in higher education institutions were directly observed. As a result, the level of development of a creative approach, the use of information and communication technologies, and the ability to solve problem situations in future teachers was assessed. Interviews and questionnaires were also used in the research process. Interviews and questionnaires were organized among future teachers, professors and practicing teachers, and the problems and needs encountered in the process of developing innovative competence were studied.

Another important aspect of methodological approaches is modeling and experimental work. Effective mechanisms for developing innovative competence in the process of independent learning were modeled, experimental work was organized, and the results obtained were analyzed, and recommendations for improvement were developed. The integrated use of methodological approaches made it possible to strengthen theoretical foundations, deepen practical observations and analyses, and also ensure the reliability of the results. The issue of developing innovative competence of future teachers in the process of independent learning occupies an important place in many scientific studies. Because independent learning serves as the main tool for forming a student as a person, developing his independent thinking, and acquiring professional competencies. In his professional activities, a teacher must constantly search for innovations, introduce innovative technologies into the educational process, and use creative approaches. From this point of view, it is appropriate to view the process of independent learning not only as a source of additional knowledge, but also as a mechanism for forming innovative competence. The discussions show



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that directing future teachers to independent learning activates their creative abilities. Students independently search for scientific information in extracurricular activities, analyze it and draw conclusions. This process prepares them to be open to news, look for new solutions and effectively operate in an innovative environment. Information and communication technologies are an important factor in the development of innovative competence. Online educational resources, virtual laboratories, electronic libraries, simulation programs and various interactive platforms develop students' skills in using modern information media. This prepares them to work harmoniously with the digital educational environment in their future professional activities.

During the discussion, it was found that another effective mechanism for developing innovative competence in independent learning is project-based learning. Project activities form students' abilities to be creative, critical thinking, work in collaboration and achieve results. In addition, students' work on tasks aimed at solving real problems brings them closer to innovative approaches. The use of self-assessment and reflection methods in the process of independent learning is also of great importance. Students will have the opportunity to independently assess their level of knowledge, identify their strengths and weaknesses, and determine a personal development strategy. This will serve to strengthen their professional and innovative competence. The discussions show that the process of independent learning is of incomparable importance in forming future teachers as specialists who are not only knowledgeable, but also innovative, able to apply creative approaches and effectively master modern technologies.

Statistics

According to the results of the conducted observations and questionnaires, it was found that the level of development of innovative competence of future teachers in the process of independent learning varies. 120 students participated in the research process. About half of them reported that they regularly use modern information technologies in the implementation of independent learning tasks. It was observed that some students do not yet have sufficient skills in applying innovative approaches. The results of the survey showed that the majority of



students consider independent learning tasks organized on a project basis to be more effective. In their opinion, such tasks develop creativity and bring them closer to professional activity. In the process of statistical analysis, it turned out that the increase in innovative competence indicators among students is mainly associated with interactive methods, the use of digital resources and research activities. The generalized statistical results show that the widespread introduction of innovative approaches to the process of independent learning is an important factor in increasing the professional competence of future teachers. This significantly increases the effectiveness of the educational process.

Conclusion

The independent learning process is an effective means of forming innovative competence in future teachers. It develops students' ability to think independently, creatively, use digital technologies, and apply innovations in practice. To strengthen innovative competence, it is necessary to effectively use project and research work, creative assignments, self-assessment, and reflection methods in the independent learning process. Future teachers trained in this way are formed as creative educators who can introduce innovations in a modern educational environment.

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