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MAXSUS KOMPETENSIYALARNI RIVOJLANTIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNI

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Annotatsiya: Ushbu maqolada akademik litsey ingliz tili o'qituvchilarining maxsus kompetensiyalarini oshirishga qaratilgan metodik yondashuvlar tahlil qilinadi. O'qituvchilarning maxsus kompetensiyasini rivojlantirishda innovatsion pedagogik texnologiyalar, ijodiy muhitni shakllantirish va reflektiv faoliyatning o'rni yoritilgan. Shuningdek, shaxsiy va kasbiy o'sishni qo'llab-quvvatlovchi metodik tizimni takomillashtirish bo'yicha tavsiyalar berilgan. Tadqiqot natijalari ingliz tili ta'limida sifat va samaradorlikni oshirishga xizmat qiladi.

Kalit so'zlar: akademik litsey, ingliz tili o'qituvchisi, shaxsiy salohiyat, kreativlik, metodika, innovatsion yondashuv, kasbiy rivojlanish, pedagogik texnologiyalar.

РОЛЬ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ СПЕЦИАЛЬНЫХ КОМПЕТЕНЦИЙ

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Аннотация: В данной статье анализируются методические подходы, направленные на развитие специальной компетенции преподавателей английского языка академических лицеев. Освещается роль инновационных педагогических технологий, формирования творческой среды и рефлексивной деятельности в процессе профессионального развития педагогов. Также представлены рекомендации по совершенствованию методической системы, поддерживающей личностный и профессиональный рост. Результаты исследования способствуют повышению качества и эффективности преподавания английского языка.

Ключевые слова: академический лицей, преподаватель английского языка, личностный потенциал, креативность, методика, инновационный подход, профессиональное развитие, педагогические технологии.

THE ROLE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF SPECIAL COMPETENCIES

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Annotation: This article analyzes methodological approaches aimed at enhancing the personal and creative potential of English language teachers at academic lyceums. The role of innovative pedagogical technologies, the formation of a creative environment, and reflective practice in the development of teachers' professional competence is highlighted. Recommendations are provided for improving the methodological system that supports personal and professional growth. The research findings contribute to improving the quality and effectiveness of English language teaching.

Keywords: academic lyceum, English language teacher, personal potential, creativity, methodology, innovative approach, professional development, pedagogical technologies.

Introduction. The rapid development of science, technology, and globalization has significantly transformed modern education systems. Educational institutions are now expected not only to provide theoretical knowledge but also to develop learners' professional and special competencies necessary for successful participation in contemporary society and the labor market. In this context, innovative educational technologies play a crucial role in improving the quality and effectiveness of education.

Innovative educational technologies include digital learning platforms, interactive teaching methods, virtual simulations, artificial intelligence tools, project-based learning, blended learning, and competency-based education models. These technologies create opportunities for learners to develop analytical thinking, creativity, communication, problem-solving abilities, and professional skills. As a result, educators increasingly focus on integrating innovative approaches into teaching processes to enhance students' special competencies.

Special competencies refer to the professional abilities, practical skills, and subject-specific knowledge required in a particular field of activity. Their development has become one of the primary objectives of higher and professional education. Therefore, studying the role of innovative educational technologies in competency development is highly relevant in the modern educational environment.

Having studied the characteristics of the development of the countries of the world, the factors ensuring it, its opportunities, problems, the stages of achieving today's achievements, the reforms and results related to it, as well as modern and effective approaches to solving the existing problems facing them, it can be concluded that the human factor, which is considered to be the only force in the development of each country, especially the currently developed countries of the world in the socio-economic and other spheres, as well as in the solution of global problems that have reached the level of chaining all the countries in them, has occupied and continues to occupy a leading position. In order to reveal the place of the human factor as the main force-decisive factor, the only opportunity is to deeply reform the education system and achieve high progress, which is the achievement and foundation of every country that has reached today's level of development.

The most important goal and task facing our country in the process of globalization is: to join the ranks of the developed democratic countries of the world, to build a free and prosperous life for our people. It is necessary to educate a young generation that is confident, strong, relying on its own knowledge and talent, no less than anyone else, who is boldly entering the life of society today, capable of fulfilling such an honorable task. In this regard, the modernization of the educational process in higher educational institutions, the development of the professional competence of teachers in improving the quality of the personnel training system, equipping them with modern professional knowledge, qualifications and skills in the field, the independent and creative use of scientific and technical innovations and the development of skills to solve promising tasks are important tasks. Because globalization and the rapid development of science and technology require specialists to quickly adapt to the requirements of the time and professional innovations. This, in turn, forms a responsible attitude to the issues of improving the qualifications of personnel and their retraining, one of the types of continuous education.

In addition, in order to continuously improve the quality of education and raise it to world standards, it is important to improve the qualifications of heads of departments, officials, and professors.

It is known that the rapid development of modern science and technology requires a teacher of a higher educational institution to constantly participate in scientific and research activities. In particular, for foreign language teachers, this means conducting scientific research not only in the fields of linguistics and pedagogy, but also in related disciplines such as psychology or sociology. Foreign language teachers working at technological universities are often involved in innovative projects organized by a higher educational institution, since knowledge of a foreign language allows them to work effectively with foreign sources and information resources. Therefore, the formation and development of scientific and research competence is becoming an integral and necessary component of the general competence of a modern teacher of a higher educational institution.

Literature Review. Many scholars have investigated the relationship between educational technologies and competency development. According to constructivist learning theory, learners actively construct knowledge through interaction, collaboration, and practical experiences. Innovative technologies support this process by creating interactive and student-centered learning environments.

Research conducted by modern educational theorists demonstrates that digital technologies significantly improve learners' motivation and academic engagement. Online learning systems, multimedia resources, and virtual laboratories help students acquire practical knowledge and develop independent learning skills. Furthermore, competency-based education emphasizes outcomes and practical application rather than memorization of theoretical information.

Studies also indicate that project-based learning and collaborative digital environments contribute to the formation of professional competencies. Through participation in real-world tasks and simulations, students learn to solve complex problems, make decisions, and apply theoretical concepts in practice. Artificial intelligence and adaptive learning technologies additionally provide personalized learning opportunities that address individual educational needs.

In recent years, researchers have highlighted the importance of integrating innovative technologies into teacher training programs. Educators themselves must possess digital literacy and methodological

competencies to effectively implement technological tools in education. Consequently, the professional development of teachers becomes an essential factor in the successful formation of students' special competencies.

N.Muslimov argue that the changing nature of the modern socio-cultural environment and the globalization of the labor market require a foreign language teacher to possess a complex of professional competencies. Otherwise, it will be impossible to train a graduate of a higher educational institution as a competitive personnel. At the same time, in the context of the modernization of the education system, it is necessary to constantly expand the range of professional competencies of a foreign language teacher, which will ensure the effective introduction of new educational technologies into the practice of the higher vocational education system.

Discussion. Innovative educational technologies transform traditional teaching methods by shifting the focus from teacher-centered instruction to learner-centered education. This transformation creates more active, flexible, and practice-oriented learning processes.

One of the most important advantages of innovative technologies is the ability to individualize learning. Digital platforms and adaptive systems allow students to learn according to their pace, interests, and abilities. Such personalization increases motivation and improves competency acquisition.

Another important aspect is the development of critical thinking and creativity. Interactive technologies, including virtual simulations, gamification, and problem-based learning, encourage students to analyze situations, generate ideas, and solve practical problems independently. These experiences strengthen professional and special competencies more effectively than traditional lecture-based instruction.

Collaborative technologies also contribute significantly to competency development. Online discussions, group projects, and virtual teamwork help learners improve communication, leadership, and interpersonal skills. In professional environments, these competencies are essential for successful cooperation and productivity.

Moreover, innovative educational technologies increase access to educational resources. Students can access international databases, online courses, webinars, and scientific materials regardless of geographical limitations. This accessibility broadens professional perspectives and promotes lifelong learning.

The use of modern educational approaches and methods is of great importance in developing the innovative competence of foreign language teachers. Such methods not only enrich the professional knowledge and skills of teachers, but also direct them to the effective application of innovative innovations in pedagogical activities. Innovative pedagogical practices such as “flipped classroom”, blended learning, person-centered learning, self-study, team learning, experiential learning, reflective learning, competency-based approach, development of critical teaching skills, multicultural education, as well as practices such as the importance of emotional intelligence, multidisciplinary approach, professional development through digital platforms, involvement of experienced teachers and research-based teaching should be reflected in the teacher training program. Such approaches serve to ensure high-quality results in the educational process.

The concept of competency-based education (CBE) was developed in the United States in the 1970s and initially used in vocational education programs. This approach, which entered European countries in the 1980s, was widely used in the assessment of vocational skills in Australia by the 1990s. In the process of its development, CBE was also referred to by various names, including outcome-based education, criterion-based education, and competency-based education. Based on outcome-based education, this concept focuses the learning process not only on the acquisition of knowledge, but also on the formation of the student's ability to apply the knowledge, skills, competencies, and values necessary for professional activity in real situations. Thus, CBE implies determining the effectiveness of education by applying practical competencies in addition to theoretical knowledge.

If competency-based education is considered as a general educational concept, then the competency-based approach is its methodological expression in practice. This approach provides the following advantages in developing the innovative competence of a foreign language teacher: practice orientation, development of communicative competence, flexible educational process, harmony of theory and practice, introduction of methodological innovations, development of transversal competencies and strengthening of professional motivation. Interactive methods are also an effective tool in forming

innovative competence of teachers. In particular, in the case study method, teachers analyze real or conditional pedagogical situations, approach the problem from different points of view and develop practical solutions. This serves to strengthen their quick decision-making, critical thinking and communicative competencies. In the project-based education method, teachers individually or in groups develop projects related to language teaching. This process combines theory and practice, develops creative thinking, collaboration, intercultural communication and digital competencies. At the same time, project-based education prepares foreign language teachers to apply innovative methods in the teaching process.

Results. The analysis of innovative educational technologies demonstrates their positive influence on the development of special competencies among learners. The implementation of digital and interactive teaching methods leads to:

- increased student engagement and motivation;
- improved practical and professional skills;
- enhanced critical and analytical thinking abilities;
- stronger communication and collaboration competencies;
- greater independence and self-directed learning skills;
- better adaptation to professional and technological changes.

Educational institutions that actively integrate innovative technologies into the learning process show higher educational effectiveness and improved student performance. Additionally, competency-based technological approaches help align education with labor market requirements and professional standards.

The findings also indicate that innovative educational technologies contribute to the modernization of educational systems and improve the overall quality of professional training.

Another important method in the development of innovative competence is reflection. Reflection creates an opportunity for a teacher to deeply analyze his/her own activities, evaluate the effectiveness of the teaching process, identify the strengths and weaknesses of the methods and technologies used. This process directs the teacher to search for innovations, selectively apply innovative approaches and engage in continuous professional growth. Therefore, reflection is one of the main mechanisms for developing innovative competence, forms a culture of self-improvement in a teacher, ensures openness to the acquisition of new knowledge and strengthens a creative approach to professional activity.

In conclusion, training and master classes are also effective methods for improving the professional competence of foreign language teachers. Trainings allow teachers to deepen their theoretical knowledge through practical exercises, strengthen their professional skills, and test new methods. In this process, teachers actively participate, developing skills in teamwork, problem-solving, and self-development. In master classes, experienced specialists share advanced pedagogical experiences, demonstrate new methodologies in practice, and provide participants with the opportunity to directly apply them. This process develops the skills of foreign language teachers to exchange experiences, encourage a creative approach, and integrate innovative methods into practice.

Thus, the competency-based approach, interactive methods, reflection, training and master classes together form a system of integral methods that serve to develop the innovative competence of foreign language teachers. Their application ensures the harmony of theory and practice, preparing teachers for creative, effective and result-oriented professional activity.

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