



## Innovative Approaches In The Professional Activity Of Public Education Specialists

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### ABSTRACT

One of the main tasks of a methodologist is to help teachers organize their work on a scientific basis. The job of the Methodists is to help the teacher achieve the objectives of the lesson in the process of educating the students.

### KEYWORDS

Specialist, professional activity, innovation, education, task of specialists, information.

### INTRODUCTION

The problem of professionalism of personnel becomes especially relevant in times of change, when the existing norms, principles, foundations, structures, systems, etc. are

being rebuilt, which requires special professional qualities from people. On the one hand, it is important to be able to “preserve” and preserve that valuable that has been

accumulated in stable times of society's existence; on the other, on the basis of what has been preserved, organize innovative processes leading to the development of society. These requirements primarily relate to personnel in the educational sphere, because it is they who prepare people for professional activities in other social areas. Education today is becoming a fundamental condition at the same time a means of security and development of all other spheres of society. It is obvious that the quality and level of Uzbek life in the 21st century will be determined precisely by the quality of personnel training in the education system.

In this regard, the problem of improving the professional training of almost all subjects of educational practice, but first of all methodologists, who are the designers of the norms of professional activity, its carriers and keepers, acquires great importance. The lack of professional skills among methodologists to technologically formalize the activities of teachers, transforming it into pedagogical experience, endangers the preservation of pedagogical culture; the inability to reflect and formalize examples of innovative practice into new pedagogical norms blocks the replenishment of pedagogical culture as a whole. All this testifies to the important and specific role of the methodologist in the educational environment.

At the same time, methodologists in educational institutions of primary vocational education today are forced to take on functions that are nonspecific for them: to provide assistance to specialists who do not have pedagogical training, but for various reasons. and education and those working in it; organize and manage innovative processes;

organize and provide an examination of the results of experimental activities of teachers, certification of teaching staff, etc.

An analysis of the practical activities of the methodologists of educational institutions of primary vocational education indicates that they are not ready to professionally perform these functions (both specific and non-specific) due to their lack of special methodological training. The unprofessionalism of the methodologists directly affects the activities of teachers and masters of industrial training, and partly also in the work of the heads of educational institutions. All taken together, in turn, affects the quality of vocational education of graduates. Thus, this study on the development of targeted professional training of methodologists for primary vocational education seems relevant in the context of overcoming the spontaneous, poorly structured and therefore ineffective training of methodologists, carried out in the traditional system of advanced training. This should be contrasted with scientifically grounded purposeful training of methodologists as subjects of their own professional activity.

The quality, development and functioning of the general education system, as well as the professional activities of public education specialists, have been subject to a number of criticisms. The introduction and implementation of a number of laws, decrees and decisions on education today is primarily aimed at meeting the needs of the staff.

Since the introduction and implementation of the State Education Standard, the activities of the Methodist are aimed at providing methodological support to teachers,

qualitative changes in the activities of teachers, rapid adaptation to the new educational content and the creation of organizational and pedagogical conditions.

The development of new teaching materials is of particular importance for the implementation of the State Education Standards, so new approaches in the field of teacher design should emerge in Methodist activities. One of the features of the content of the State Educational Standards curriculum is the mechanism of updating the basic vocational education program recommended to educational institutions. This includes updating science, culture, economics, technology, and technology development features every year at the level of analyzing employer requests. In this regard, Methodists are forced to: first, master the theoretical rules of a competency-based approach in a short period of time; second, participation in the creation of science programs and professional modules; third, the implementation of rapid and quality development of methodological content of new content in general education; fourth, to adopt teaching and learning process quality control technologies that meet the updated objectives.

Curricula are the basic normative documents of a general education institution that define the content, methods, forms and means of teaching various subjects of the curriculum. Giving them a modular structure implies a significant modernization of various aspects of the learning process aimed at further improving it.

The emergence of a new didactic unit in the general education system - a professional module, the design of its new content and its

introduction into the educational process predetermines the great methodological work of the teacher, as it serves as a means of shaping competencies.

Targeted assistance in determining the main indicators of control by public education specialists and assessing the results of mastering academic disciplines and professional modules through various forms of work (master classes, consultations, interviews, seminars, vocational school classes) 'show, etc.);

Purposeful systematic work with young and novice teachers within the school of pedagogical skills;

Striving to develop teachers themselves, to realize their creative potential through various forms of self-education.

The task of the methodologist is to restore the consciousness of the teacher, to adapt it to the new teaching model, to build their further development in the process of implementation of the State Education Standard.

Today, the activity of the Methodist in the general education system is aimed at resolving the contradictions between the needs of the subjects of the methodological process in the implementation of the individual meanings of methodological work and the lack of multidimensional, multilevel, multicultural methodology . a space that allows teachers to put into practice the idea of multiple trajectories of professional and personal development.

The ability of the methodologist to organize the activities of the teacher, the ability to do it qualitatively depends on the result - the

formation of professional competence, the level of skill that a teacher achieves on the path of professional development. The speed and quality of change will depend on the quality and effectiveness of the methodological support, the training of teachers.

Together with the Methodist teacher in secondary schools, he builds his own path of individual development. This type of methodology is synchronized with tutoring activities. As a tutor, a Methodist can help a teacher more effectively in realizing his or her professional challenges, opportunities, and prospects, choosing forms of professional development, and working on the formation of an individual curriculum.

Tutoring works directly with the person: understanding the potential that can be trusted can turn that potential into a resource, then a training program.

Throughout the year, the Methodist works with the teacher, forming his or her “Roadmap” to support teachers to improve their skills.

The methodologist and the teacher create a map together - something is needed here and it can be learned and how to do it. The methodologist and the teacher together study the features of the State Education Standard, participate in training seminars, participate in conferences, and thus define the categorical apparatus. Then, together they develop projects of the content of teaching aids, master the technology of design of teaching aids. Then there will be work on the collection of materials and the development of methods of designing teaching aids, the discussion of developments at scientific and practical

conferences. The Methodist uses a variety of support tools, but the training manual is most effective during the completion and evaluation phase of the joint activities. The textbook is an active group activity aimed at developing students' thinking, communicative and reflective skills. Classes using interactive and intensive teaching methods. Such work helps teachers to master individual and group reflection technologies; development of criteria for evaluating the results of individual and group performance.

A distinctive feature of teacher training lies in the different levels of preparation for a particular activity, as everyone moves according to their own roadmap.

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