



## CREATIVE DESCRIPTION OF THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF EDUCATORS IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

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### ABSTRACT

Mastering knowledge at the level of high-level academic interpretation is sometimes a difficult task. The main reason for this lies in an incorrectly formed teaching methodology. Since the methodology has not been empirically developed properly, it does not meet the requirements of the time and is not able to meet social and educational needs. Naturally, periodic changes put forward new requirements for the methodological competence of teachers. Therefore, it is advisable to ensure that the process of developing teachers' methodological competence is creatively described in the professional development system. The article presents a creative description of the content of the development of methodological competence of teachers in the educational system.

### KEYWORDS

Professional development system, teacher, competence, methodological competence, development of methodological competence, creative characteristics of the development of methodological competence of teachers, creative characteristics of the development of methodological competence of teachers in the system of professional development.

### INTRODUCTION

The large-scale development of modern technologies and innovations makes it possible to quickly and easily

acquire knowledge, skills, and qualifications in certain areas. Today, every person at any time is able to assimilate the necessary, meaningful information in



any space in accordance with their personal and professional needs. However, the information acquired by him is not formalized in the form of knowledge. This is due to the fact that the process of assimilation of information will not have a specific system. Continuing education and the types of pedagogical activities that are organized at each of its stages are considered significant due to the fact that they are combined into a certain system.

In the context of globalization, the methodology chosen to provide accessible knowledge is becoming increasingly important in ensuring the quality of education. Today, it is not a problem to search, find, and master the necessary, useful knowledge using modern techniques and technologies. The main problem lies in how knowledge is presented, that is, to what extent teachers have high methodological competence. Unfortunately, the level of methodological competence of the majority, especially teachers who have just started their professional activities, does not meet the requirements for modern education. This, in turn, confirms that special attention should be paid to the development of methodological competence of teachers in the professional development system.

In the system of professional development, the creative occupation of the process aimed at the development of methodological competence of educators ensures that the methodology and technologies used by them in the practice of teaching have an innovative, interactive, and creative character.

As a result of studying the professional needs of the audience, getting acquainted with the general essence of the process of professional development, and analyzing the structural foundations of training modules, it became clear that by deciding on innovative, interactive, and creative approaches, it is

possible to achieve the profession of creative content of courses.

Today, the "innovation approach is the main condition for modernizing the educational system and achieving educational efficiency" [5, 49-b.] counted. Therefore, an innovative approach is important in the development of methodological competence of educators in the system of professional development. Consequently, in an informed society, technological opportunities are emerging for the renewal of methodological knowledge every minute. The essence of the innovative approach can be fully revealed, relying on the content of the concept of "innovation".

The concept of "innovation" in content is "mastering news (new medium, method, technology, application, etc.); creating new methodologies and programs, applying them to the educational process, and creatively fully understanding" [4, p. 207]. At the same time, it is worth noting separately that in pedagogical practice, the concept of "innovation" is interpreted in two different directions in professional activities. First of all, updating the content of the pedagogical process, the formative-structural structure, methodological construction, and diagnostic composition, taking into account educational needs; secondly, mastering foreign and domestic experiences of a methodological nature in order to achieve modern, quality training.

The decision-making of the innovative approach to the development of methodological competence of educators in the system of professional development requires updating and improving the content of educational modules in both directions noted, "changing the internal structure of the system" [2].

The innovation character occupation of the teaching process is achieved in two ways. Firstly, educators master foreign and domestic experiences that can meet the needs of modern education; secondly, their



professional competence, pedagogical skills, and work experience, as well as a creative approach to solving professional tasks and professional problems independently, form innovative ideas, making them subject to the attention of the pedagogical public. The creation of innovative developments according to the idea of authorship is considered one of the factors confirming and evaluating the high level of methodological competence of educators.

In essence, an interactive approach also serves to reveal the creative abilities of educators in the system of professional development. After all, interactive methods have ready-made methodological instructions. However, nevertheless, in order to be able to effectively prepare methodological developments with the help of a description of a particular interactive method, the possibility of functionality, as well as the relevant topic of educational modules and their purposeful selection based on the nature of the material presented on its basis, educators must have creative abilities.

Educational platforms for educators-historians (moodle – Modular Object-Oriented Dynamic Learning Environment; modular objective-referential dynamic learning environment); HEMIS – Higher Education Management Information System; Higher Education Management Information System; Skillbox, Infourok, Foxford; game-based educational platforms (Kahoot, Khan Academy, Quizlet, iSpring Learn, systems), ZOOM (video conferencing tool), online service (Madtest, "crossword factory" ("factory crossword puzzle"), "constructor testov.ru", IQ.Close acquaintance with the ACADEMY (Online Test Pad, Wordwall, Plickers, Mindomo) and applications (such as Hot Potatoes, Lucidchart, Google Slides, and Google Docs), while the development of skills for working with them creates the necessary technological opportunity

for the effective preparation of methodological developments of an interactive nature by them.

From a pedagogical point of view, an interactive approach can be taken as a structural element of an independent and innovative approach at the same time. Consequently, interactivity has innovative content. The fact that the teaching of educational modules in the system of professional development is based on an interactive approach, first of all, implies the introduction of educators with new interactive methods and technologies. In addition, they further develop the competence of working with interactive methods and technologies.

The content interactive approach includes the implementation of interactive technologies (educational platforms and applications, additional virtual reality (VR (virtual reality) – digital environment, AR (augmented reality) – additional digital objects), "cloud" services) and tools (interactive whiteboard, multimedia devices, plashnet, etc.), organizing training in interactive forms, and revealing educational content using interactive techniques.

In the system of professional development, it is considered in accordance with the goals of logical thinking, in-depth analysis, mutual comparative study of historical phenomena, events, and processes, synthesis, generalization of historical knowledge and categorization in accordance with certain signs, closer acquaintance with interactive methods that serve to group, further development of training, and methodological projects of an innovative nature. The order of such interactive methods includes "conceptual table," "plot diagram," "Venn diagram," "comparator diagram," "consistency diagram," "decision path," "morphological box," "flowchart" ("block scheme"), "periodic scale," "evidence map" ("evidence-based structure"), "character map," "linear



storytelling," "confidence structure," "Delphi," "intellectual map" ("intellectual map," "mental map"), which can include interactive techniques such as.

The creative approach complements innovation and interactive approaches with mutual content. After all, the essence of the concept of "creative approach" expresses the existing use of non-standard and innovative methods for solving tasks and problems" [1] in the educational process.

The enrichment of the content of educational modules in the system with the principles of a creative approach creates the necessary pedagogical conditions for the development of competencies by educators to master the techniques and technology of developing specific, non-standard ideas, to effectively communicate new techniques related to the organization of the "battle of ideas," and to apply them in pedagogical practice. Also, relying on the creative approach in the system of professional development "allows for a highly effective activation of the most important human resources; the individual characteristics of each subject as well as creative abilities are opened up somewhat fully fledged" [3, p. 8].

Consistent acquaintance of educators with methods of a creative nature in the process of professional development, the search for new methods that promote creative ideas used in the experience of education of foreign countries, and the creation of a methodological base "creative generation" on their basis is one of the important tasks facing the system. In the development of creative abilities of educators in the system of professional development, such techniques as "mental attack," "six colored caps," "unfinished painting" (Torrens test), "random contacts," "table of assassinations," "hot evidence" (Natalia Algeshkina), "one-card museum" (Lydia Fedorova), "synectic attack," "out of the circle," and

"friraiting" ("free word") are considered practical and effective.

Thus, periodic changes and new requirements for the quality of education ensure that the problem of developing the methodological competence of educators becomes more relevant. Therefore, it is important to ensure that the process of developing methodological competence of educators in the system of professional development has a creative description. Having a creative description of the content of Skill Development Education serves to effectively develop methodological competence in educators, including historian-educators. In this process, didactic methods of an innovative nature, as well as reliance on the functionality of modern technologies, strengthen the motivation for mastering educational material in educators and increase their cognitive activity. This in turn guarantees the achievement of a social goal, which consists in improving the quality of training and raising its effectiveness to a higher level.

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