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VIEWS ON THE DEVELOPMENT OF INNOVATIVE COMPETENCE OF THE TEACHER IN INTERNATIONAL STUDIES

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LOGIN

The rapid development of modern society, global information exchange and deep penetration of digital technologies into the educational system impose new requirements on the teacher's work. Today, the educational process is not limited to imparting knowledge, but is aimed at forming students' independent thinking, creativity, problem solving and innovative approach skills. Therefore, the innovative competence of the teacher is considered as one of the most important and relevant research directions of modern pedagogy.

ANNOTATION

In international scientific research, innovative competence is interpreted as the teacher's ability to create innovations in pedagogical activities, master best practices and use them effectively. This competence includes not only knowledge of new methods and technologies, but also their critical assessment, adaptation and integration into the educational environment. In particular, in the educational system of Europe and other developed countries, the innovative thinking, reflexive approach and continuous professional development of the teacher are recognized as important factors.

Key words: innovative competence, creativity, pedagogical technologies, interactive methods, reflection, digital education, pedagogical approach, integrative model, “CIF” formula, competence, quality of education, innovation, methodology.

Purpose and objectives of the thesis: it consists in developing a scientifically based methodical system that serves to develop the innovative competence of future teachers and determining its effectiveness on the basis of experiments. Based on this goal, the following tasks are included in the thesis marked: analysis of the concept, structure and components of innovative competence; comparison of changes in international (OECD, UNESCO, Dewey, Vygotsky, Fullan) experience and control groups and preparation of methodical recommendations based on the results.

In the 21st century, the radical change of approaches to the education system, the combination of pedagogical activities with modern technologies and the diversity of social needs require the teacher not only to impart knowledge, but also to be a carrier of innovations, a methodical leader, a digital thinker and o requires the formation of his activity as a person who constantly improves. In this regard, the concept of “innovative competence” has become an urgent issue in the field of education. Innovative competence – is not a set of simple professional skills, but means the teacher's ability to adapt to changing conditions in his pedagogical activity, his integrative approach to the selection and implementation of innovative technologies.

In order to deeply understand this competence and effectively introduce it into the pedagogical process, it is necessary to analyze the theoretical concepts formed in international and national studies, to identify commonalities and differences in their

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approaches, and to distinguish best practices. This analysis is important in making scientifically based decisions on the formation of innovative competence in pedagogical education and methodologically justifying it. In particular, in international experience, innovative competence is often expressed by the terms "creative competence", "teacher innovation capacity", "instructional design competence" or "technological pedagogical competence". Each term has its own scientific and methodical basis and comes from the needs of educational systems in different countries. Therefore, studying each of them creates a basis for a comprehensive understanding of pedagogical innovative competence.

Comparison of approaches to the formation of innovative competence of the teacher in international studies

Researcher/Country	Approach or model name	Main directions	Competency aspects that focus on
Koehler & Mishra (United States)	TPACK Model	Integration of pedagogical, technological and scientific knowledge	Technological literacy, didactic adaptation
Ilomäki (Finland)	Reflective and cross-cultural model	Continuous study, intercultural communication, digital literacy	Reflection, critical thinking, professional leadership
Zhang & Wang (China)	AI-based methodology	Training and evaluation with artificial intelligence tools	Analytical thinking, problem solving, ethics
SECI Model (Japan-Slovenia)	Knowledge cycle model	Expression of knowledge in an external format, re-mastering	Collaboration, reflection, creativity

As can be seen in the table above, approaches to the formation of innovative competence in international experience are built more on the basis of technological integration, reflection and creativity. For example, in the US, the teacher has more innovative competence **TPACK Model** (Mishra & Koehler, 2006) is analyzed through. In this model, the integration of pedagogical knowledge (Pedagogical Knowledge), subject knowledge (Content Knowledge) and technological knowledge (Technological Knowledge) is defined as the main priority. In other words, a modern

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teacher should not only be a teacher, but a specialist who can didacticly adapt technology. This model was later based on the EU teacher training standards. And more in Europe **"creative and reflective teaching competence"**, **"digital innovation competence"** [1]conceptual approaches such as. In them, the teacher's personal growth, self-work, readiness for innovation, and self-evaluation are emphasized as important criteria. Countries such as Germany, Finland, Slovenia, Sweden have integrated this competence into pedagogical curricula and practical programs in the training of pedagogical personnel.

American researchers M. Koehler and P. The TPACK model developed by Mishra (2006) is one of the leading concepts in this direction and justifies the need to integrate the teacher's knowledge of science, pedagogy and technology. According to them, at the heart of innovative competence, a pedagogue should know his subject well, be able to understand the student, and at the same time be able to correctly apply technology from a didactic point of view (Koehler & Mishra, 2006). This model is later Europe It was also widely introduced in the countries of the Union, and each country developed a form adapted to its education system.

In European countries such as Finland, the innovative competence of a teacher is evaluated not only at the level of using technical means, but also through professional reflection, creativity, cooperation, and critical thinking skills. M. Ilomäki (2013) in his research in Finnish secondary schools distinguished the following competencies as an innovative teacher profile: digital literacy, methodical flexibility, intercultural communication, professional responsibility and willingness to study continuously. In this approach, it is shown that innovative competence depends primarily on the teacher's ability to integrate with the changing educational environment.

"Innovative Learning Environments Supported by ICT" project based on Slovenian experience [2] Observations within the framework of (2017–2023) showed that innovative competence is not only a quality that can be mastered individually, but also a social professional skill formed through collective pedagogical cooperation. Teachers build their innovation potential by drawing on the SECI model of mutual knowledge sharing, bringing knowledge into an external format, combining it, testing it, and re-mastering it reflexively. This process strengthens the teacher's inner motivation, initiative and independent decision-making skills (mdpi.com, 2023).

In China, the "AI-integrated pedagogy" approach is used to form innovative competence. L. Zhang and Y. Wang [3] (2022) In their research at Peking University, they developed a mechanism for improving teachers' analytical thinking, finding pedagogical solutions in problem situations, and diagnostic assessment skills with the help of artificial intelligence tools. According to them, innovative competence only it is not the ability to use digital skills, but the ability to use technology purposefully, ethically and critically (Zhang & Wang, 2022).

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[1]"creative and reflective teaching competence", "digital innovation competence"- <TAG1>

[2] Innovative Learning Environments Supported by ICT -GAMTAMOKSLINIS UGDYMAS/NATURAL SCIENCE EDUCATION

[3] L. Zhang and Y. Wang -Dev, Y. L., Huang, F. V., & Zhang, L. J. (2025). [Perception teachers zeal and efl students flow experience between mutual modeling: education feelings mediation role]

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In conclusion, it can be said that international research combines in one aspect that — is a quality based on complex, integrative and continuous development of innovative competence. This competence, on the one hand, embodies a combination of technological, methodical, creative and communicative skills, and on the other hand, personal reflection, initiative and openness to constant changes. In order to develop this competence in the educational system of Uzbekistan, a methodologically based approach is necessary, which analyzes international experiences and is combined with national pedagogical traditions. The scientific research conducted in this direction makes it possible not only to theoretically justify this competence, but also to apply it to real practice.

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