



PREPARATION FOR PROFESSIONAL ACTIVITY BY DEVELOPING INNOVATIVE ACTIVITY OF FUTURE TEACHERS

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Abstract

At the modern stage of the development of our society, there is an increasing need for creative individuals capable of developing and improvising unconventional solutions in problematic situations. This is happening as a result of rapid growth of information flow, development of science and technology, fundamental changes in politics, economy, moral standards of the country.

Key words

Improvisation, competence, innovation, creativity, creativity, independent education, educational paradigm, educational standard, integration, differentiation, hierarchical model.

Bugungi kunda axborot oqimining shiddatli o'sishi(jamiyatda axborot turlarining keskin o'sishi) sababli har bir yangi avlod asosiy bilimlarni talab etuvchi butunlay yangi vaziyatga duch kelmoqda. Zamonaviy ta'lim muassasalari ijtimoiy faol ijodiy tafakkurga ega shaxsni, bitiruvchilarda innovatsion faolligini rivojlantirish orqali kasbiy tayyorgarligini takomillashtirishga yo'naltirilgan malakalarni shakllantirishga, yangi texnologiyalarni o'zlashtirish, mustaqil ta'lim, mavjud bilimlarni chuqurlashtirish va kengaytirishni o'z oldiga qo'ygan. Yetakchi olimlar (N. Sh. Ruziqulova, I. A. Eshmamatova, U. Sh. Begimqulov, N. A. Muslimov, V. V. Serikov, I. S. Yakimanskaya, E. V. Bondarevskaya va boshqalar)bilim-ma'rifatli



ta'lim paradigmasiga asoslangan mavjud an'anaviy maktab modeli bugungi zamon talabiga javob bermasligini takidlamodalar.

Mamlakatimiz ta'lim tizimini takomillashtirish, ayniqsa dolzarbdir. Keyingi davrda ilmiy davralarda ta'limga bilimli va kompetentli yondashuv mavzusi faol muhokama qilinmoqda, bo'lajak o'qituvchi amaliyotda umumiy o'rta ta'limda mehnat faoliyatini boshlashi uchun mutaxassis bo'lib shakllanishi e'tiborga olinmoqda. Umumiy o'rta ta'lim mazmunini takomillashtirishning xukumat strategiyasida umumiy o'rta ta'lim muassasalari faoliyatining asosiy natijalari o'z-o'zidan bilim va malakalar tizimi bo'lishi shartligi aniq belgilab berilgan, intellektual huquqiy-fuqarolik, kommunikatsion, axborot va boshqa sohalar asosiy kompetentlik jamlanmasi shakllanishi zarur.

Bu ta'limda an'anaviy yondashuv bilan aloqador inson qobiliyati bilan o'quv syujetlari, hamda ta'limiy vaziyatlari doirasida samarali harakat qilishga qodirligi bilan bog'liq. Komponentli yondashuv birinchi o'ringa ta'lim oluvchining axborotlarni egallashini emas, balki hayotda yuzaga keladigan muammolarni hal etish malakasini qo'yadi.

Adabiyoylar tahlili ko'rsatishicha „komponentlik“ atamasi umumiy o'rta ta'lim standarti loyihasiga kiritilgan bo'lsa-da, ilmiy-ta'limiy hamjamiyat uning ta'rifi bo'yicha yagona fikr ishlab chiqmagan. Barcha ta'riflar uchun umumiy tushuncha shaxsning turli vazifalarni bajarishga qodirligini anglatadi.

Pedagogik doiralarda kompetantli yondashuv muammosining muhokamasi davrida ko'pincha pozitsiya so'zi tilga olinadi, an'anaviy ta'limda, „kompetentlilik tushunchasi hech qanday yangicha tamoyilli yondashuvni qo'shmaydi“, kompetentlilik maktablarda allaqachon ishlatiladigan tushunchaning yangi talqinidir[80;66-b]

Innovatsion faolligini rivojlantirish masalalarining tarixiy ildizlari sharq mutafakkirlari Abu Rayhon Beruniy, Abu Ali ibn Sino, Abu Nasr Farobiy, Abdulla Avloniy asarlarida aks etgan. Tarixiy meroslarimizda kompetentsiyaviy bilim olishga yo'naltirilganlik g'oyalarining jamiyat taraqqiyotidagi ahamiyati va



muhimligi masalalari haqida ko`plab fikr-mulohazalar bayon etilgan.

O. A. Abdullina, E. M. Borisova, E. F. Zeer, L. S. Vigotskiy, A. N. Leont`ev, M. I. Lukyanova, A. K. Markova, S. L. Rubinshteyn va boshqalar o`z ilmiy ishlarida bolajak kasb ta`limi o`qituvchilarida axborot kompetentligini shakllantirish, ularni axborot bilan ishlash ko`nikmalarini o`zlashtirish, faoliyatiga tayyorlashning psixologik –pedagogik asoslari haqida e`tiborga molik fikrlarni ilgari surishgan bo`lishsa, O. Abduquddusov, R. X. Djuraev, U. I. Inoyatova, Z. K. Ismoilova, N. A. Muslimov, N. Nishonaliyev, Q. T. Olimov, X. F. Rashidov, O. Tolipov, A. R. Xodjaboyev, D. O. Ximmataliyev, Sh. S. Sharipov va boshqalar ilmiy-tadqiqotlari bo`lajak o`qituvchilarda axborot olish haqidagi bilim, ko`nikma va malakalarni shakllantirish, malakali kadrlar tayyorlash masalasini ilmiy-uslubiy jihatdan tahlil etish.

Shuningdek, A. R. Xodjabaevning ilmiy ishlarida mehnat va kasb talimi o`qituvchisi o`quv-metodik ta`minotning pedagogik asoslari ishlab chiqilgan va ularni amaliyotda qo`llash yo`llari ko`rsatib berilgan. Bo`lajak o`qituvchi shaxsini shakllantirish va tayyorlash jarayonini ta`minlovchi qator omillar majmuasi va shart-sharoitlari aniqlangan, hamda asoslangan, o`quv-tarbiya jarayoni tizim sifatida tavsiflangan[168;314-b]

Kasb-hunar ta`limi va mehnat ta`limi o`qituvchilarini tayyorlashning nazariy va uslubiy jihatlari R. H. Jo`rayevning fundamental tadqiqotlarida ham o`z aksini topgan. [84]. Yoshlarni mehnat ta`limiga tayyorlashni tadqiq etish jarayonida egallangan bilimlarni nazariy va shu bilan birgalikda metodik jihatdan takomillashtirishni talab qiladi.

Horijiy tadqiqotlarda mamlakatimizda axborot kompetentligi rivojlanishini har jihatdan asoslash va o`rganish, bizning fikrimizcha, pedagog shaxsining rivojiga o`z ta`sirini ko`rsatishi ta`kidlangan.

U. I. Inoyatov kasb-hunar ta`limi muassasalarida ta`lim sifatini nazorat qilish va boshqarishning nazariy va boshqarishning nazariy va tashkiliy-metodik asoslarini ilmiy asoslagan. [98]Boshqaruv va nazorat har bir sohada raqobat



muhitini vujudga keltirib, rivojlanish, yuqori sifat va samaradorlik omili bo'lib xizmat qiladi.

Q. T. Olimovning fundamental tadqiqotida o'quv adabiyotlarini yaratishning nazariy va amaliy jihatlarini o'rganilgan, o'quv- uslubiy adabiyotlarning yangi avlodini yaratish konsepsiyasi ilmiy asoslanib, o'quv jarayoni sifatini oshirish bo'yicha ilmiy-uslubiy tavsiyalar berilgan. [129].

Pedagog olim N. A. Muslimov bo'lajak kasb ta'limi o'qituvchisida kasbiy-pedagogik sifatlarni shakllantirishning ilmiy-metodik asoslarini tadqiq etib, mutaxassislarning yangi avlodini shakllantirish, ma'naviy-ahloqiy jihatdan yetuk, mustaqil dunyoqarashga ega, ijodiy fikrlovchi, umuminsoniy va milliy qadriyatlarga sadoqatli barkamol shaxsni tarbiyalab, voyaga yetkazish masalalariga alohida e'tibor qaratgan. [120].

Aynan mana shunday yuksak sifatlarga ega bo'lish nafaqat bo'lajak kasb ta'limi, balki bo'lajak o'qituvchilar kelgusidagi axborot kompetentligi faolliyatining muvaffaqiyatini ta'minlaydi, deb ayta olamiz.

Ilmiy tadqiqotlarning tahliliga ko'ra, M. Abdullayeva, L. Qurbonovalarning ishlarida ijod, ilmiy ijod, ilmiy-ijodiy tafakkur, ijod jarayonida ratsionallik va irratsionallik muammosi bo'yicha izlanishlar olib borilgan. Tadqiqotchi A. V. Morozovning fikricha, pedagogik qobiliyatlar pedagogik ijodkorlik qobiliyatining rivojlanishiga ta'sir ko'rsatadi.

Ilmiy izlanishlar natijasi sifatida ijod tushunchasiga turli xil ta'riflari keltirilgan. A. Z. Rahimov ijodning mohiyatini aks ettiruvchi 125 ta eng asosiy mazmunli birikmalarni ajratib ko'rsatadi. Keyinchalik ular to'rtta mavzuviy guruhlariga ajratildi. I. A. Sharshov esa tasniflashni 10 ta guruhgacha to'ldirdi: 1) ijod mezoni sifatida yangilikka tayanish; 2) ongsiz ijod; 3) ijodkor shaxsning o'ziga xos sifatlarini qarab chiqish; 4) ijod jarayon sifatida; 5) natijaga yo'nalganlik; ijodning "oxirgi mahsuloti", 6) ijod faoliyat sifatida, 7) ijod darajalarini aniqlash; 8) ijodiy faoliyat yo'nalishlariga bog'liq bo'lgan nazariyalar; 9) ijod aqliy qobiliyatlar nuqtai nazaridan; 10) ijod integral hodisa sifatida.



Tadqiqotlarda shaxsning yetakchi tavsifnomasi sifatida uning yo'naltirilganligi ko'rsatiladi. Shaxsning rivojlanishi ichki va tashqi omillar bilan belgilanadi, ichki omillarga – fiziologik va biokimyoviy, tashqi omilga-ijtimoiy muhit kiradi. Bu omillar birgalikda amal qiladi, shaxs rivojlanishi sur'ati va darajasi ularning o'zaro kesishuvi bilan belgilanadi.

Tadqiqot ishida shaxsning qobiliyatlar deb ataluvchi tashkil etuvchisini rivojlantirishning o'ziga xos tomonlari o'rganilgan. Qobiliyat-individual ifodalanganlik o'lchoviga ega bo'lgan samaradorligini aniqlovchi, psixologik funksional tizimning tizimiy xossasidir. Ijod-bu sifat jihatidan yangiligi, takrorlanmasligi, originalligi va ijtimoiy-tarixiy noyobligi ajralib turadi. Ba'zi adabiyotlarda kreativlik va ijodkorlikka bitta tushuncha sifatida qaraladi. Ushbu tadqiqot ishida “ijodkorlik” va “kreativlik” tushunchalarini farqlash uchun ikkita tavsifnomadan foydalaniladi: jarayonli-natijaviy (ijodkorlikni belgilash uchun) va sub`ektiv-shartli (kreativlikni belgilash uchun).

Tadqiqot natijalarining ko'rsatishicha, innovatsion faollik tushunchasi mustaqil mavjud bo'lish huquqiga ega, chunki ijodiy qobiliyatlari asosan faoliyat shaklida, ya'ni ijodkorlik faoliyati shaklidagi inson faolligiga taalluqli. O'z navbatida shaxs intellektual faolligi darajalari quyidagilarga ajratiladi: rag`batlantiruvchi-natijaviylikka intilish; evristik-qiyosiy tahlil qilish; kreativ-muammoli masalalarda qonuniyatlarni izlash, muammolarni his qilish, ularni qo'yish.

Ilmiy tadqiqot ishida aniqlanishicha, ijodning boshqa ko'plab (ilmiy, badiiy, texnikurlari bilan umumiylikka ega bo'lgan pedagogik ijod ma'lum o'ziga xosliklarga ega. Pedagogik ijod jarayoni doimiy o'z-o'zini tahlil va o'z-o'zini baholashni talab qiladi. Pedagogik ijodning eng muhim o'ziga xosligi pedagogik jamoaning ijod jarayoni bilan bog'liqligi sanaladi. Pedagogik jamoa, ijodiy jamoa bo'lib, o'z muhitida doimiy yuzaga keladigan pedagogik masalalar bilan shug'ullanadi. Nizoli vaziyatlar va ziddiyatlarni bartaraf etish o'z-o'zini tanqid qilishni rivojlantiradi, pedagogik vazifalarni hal qilishning yangi yo'llari va



vositalarini izlashga majbur etadi, bu esa ijodiy jarayon sanaladi. Pedagogik jamoa bilan hamkorlikda ijod qilish katta rag'batlantiruvchi potensialga ega, bu pedagogni o'z ijodiy faoliyati doirasini kengaytirish va shaxsiy sifatlarini faol namoyon qilishga undaydi.

Ijod butun pedagogik faoliyatni shunchaki qamrab olmasdan, balki o'qituvchining kasbiy mezonlaridan biri sanaladi. Pedagogik kasbning o'ziga xosliklari sirasiga uning natijalarini uzoq kutish kerakligi va ular haqida faqat qisman yakunlar bo'yicha mulohaza yuritish mumkin ekanligi kiradi. Bu o'ziga xos o'qituvchi shaxsiga talablar qo'yadi: u pedagogik ta'sir oqibatlarini bashorat qila bilishi, muntazam ravishda maqsadli "ijod qilish" qobiliyatiga ega bo'lish lozim. Pedagogik ijod o'quv-tarbiya jarayoni bilan uyg'unligi bois u doimo ijobiy natijalar berishi kerak.

Hozirgi jamiyatda mamlakatning rivojlanish darajasini nafaqat texnik holati, balki oliy ta'lim muassasalarida tayyorlanayotgan mutaxassislar kasbiy komponentligi ham belgilab beradi. Pedagogika fanida integratsiya va differensiyaning o'zaro ta'siri isbotlangan bo'lib, u kasb-hunar ta'limini tartibga solish, ierarxik model qurish uchun zarur shart-sharoitlarni yaratish imkoniyatini beradi.

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