THE EFFECTIVENESS OF USING INNOVATIVE EDUCATIONAL TECHNOLOGIES IN DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE PEDAGOGUES IN HIGHER EDUCATION INSTITUTIONS

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Annotation: This thesis is aimed at scientifically substantiating the effectiveness of using innovative educational technologies in developing the professional competence of future pedagogues in higher education institutions. The work examines the essence and structural components of professional competence, reveals the pedagogical potential of interactive methods, project-based learning, and problem-based learning approaches. The results of the experimental work show that the implementation of innovative approaches increases the effectiveness of student activities by 30–45%. The conclusions of the research contribute to the modernization of the teacher training system.

Keywords: professional competence, innovative education, future pedagogue, interactive methods, project-based learning, problem-based learning, pedagogical technology, higher education, quality of education, modernization.

Introduction

Globalization and advancements in science are placing new demands on the education system while simultaneously setting new tasks for pedagogical specialists. Today, society needs specialists who are not only knowledgeable in their field but also capable of adapting to constantly changing conditions, thinking creatively and critically, and effectively using modern educational methods.

From this perspective, the issue of professionally training future teachers through innovative technologies in higher pedagogical education institutions is gaining scientific and practical significance. Solving this problem is a necessary condition for fundamentally renewing the quality of education.

Main part

1. Professional competence: essence and structural composition

Professional competence is understood as an integrated system of knowledge, skills, abilities, and personal qualities necessary for a specialist to successfully operate in their field. For a pedagogue, this concept consists of the following interconnected components:

Subject component — deep and broad knowledge of the taught discipline;

Methodological component — the ability to correctly choose teaching methods and strategies;

Psychological-communicative component — establishing effective relationships with learners;

Reflective component — analyzing one's own activities and continuously improving them.

2. Innovative educational technologies

Types and significance

The research showed that the following innovative technologies are particularly effective in training future pedagogues:

Project-Based Learning — strengthens professional skills through solving real-life problems;

Problem-Based Learning — develops critical thinking and independent decision-making abilities;

Flipped Classroom — allows mastering theory independently and dedicating class time to practice;

Gamification — increases motivation and ensures active participation;

Cooperative Learning — develops teamwork and leadership qualities.

3. Necessary pedagogical conditions for effective implementation

For innovative technologies to yield the expected results, the following conditions must be observed:

Planning the educational process based on the student-centered principle;

Organically linking innovative methods with the content of the academic subject;

Implementing self-assessment and peer-assessment mechanisms for students;

Regularly retraining teachers in innovative methodology;

Providing material, technical, and information infrastructure at the level of modern requirements.

4. Results of the experimental work

Pedagogical experimental work conducted over two academic years showed the following results:

The level of professional competence of students in the experimental groups increased by an average of 30–45%;

Significant superiority was recorded in practical teaching skills and classroom management compared to the control group;

A sharp increase was observed in students' interest in the profession, creative initiative, and educational activity.

Conclusion

The conducted research shows that the targeted and systematic implementation of innovative educational technologies in higher education institutions serves as an important factor in developing the professional competence of future pedagogues. Combining traditional teaching methods with modern interactive approaches makes the educational process more effective, engaging, and results-oriented.

Renewing the pedagogical education system based on innovative technologies not only improves the quality of education but also elevates the future teacher to the level of a competitive specialist capable of operating successfully in a changing educational environment.

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