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PERSONNEL TRAINING BASED ON INNOVATIVE DEVELOPMENT: PEDAGOGICAL APPROACHES AND EDUCATIONAL EFFECTIVENESS

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Abstract

This article analyzes the pedagogical approaches to improving the personnel training system in the context of innovative development and examines their impact on educational efficiency. It scientifically highlights the role of modern educational technologies, the digital learning environment, competency-based instruction, and innovative methods in the teaching process. The study also reveals how the application of innovative approaches enhances students' professional competencies, improves teaching quality, and increases overall educational effectiveness. The findings provide practical recommendations for organizing an effective personnel training process based on innovative development.

Keywords

Innovative development, personnel training, pedagogical approach, educational efficiency, digital education, competency-based learning, innovative technologies, teaching quality.

INTRODUCTION

At present, the sustainable development of society, economic growth, and achievements in social spheres are increasingly closely linked to the degree of implementation of innovative ideas. Rapid changes in the world, intensifying competition, and the rapid development of information technologies demand the prioritization of innovative approaches in all fields, particularly in the education system. From this perspective, improving the personnel training system, restructuring it in accordance with modern requirements, and adapting it to innovative development has become one of the most urgent tasks of pedagogy.

Human capital, as one of the key factors in societal development, necessitates the training of specialists who possess effective education, scientific thinking, professional competencies, and creativity. Today, in order to achieve an innovative economy, develop advanced technologies, and secure a competitive position in the global arena, specialists must not only have specific knowledge but also skills such

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as independent thinking, problem-solving, and effective use of modern information and communication technologies. This, in turn, calls for a reevaluation of pedagogical principles in the personnel training system and their enrichment with advanced innovative methods.

The implementation of innovative approaches in the educational process serves to enhance the efficiency of teaching and learning, stimulate the activity of students, and foster the development of creative and critical thinking. At the same time, a proper understanding of the essence and content of innovations, their integration into the pedagogical process, and the organization of purposeful activities aimed at improving the quality of education are key factors for success. Modern pedagogy, utilizing innovative technologies, emphasizes broad application of individualized learning, differentiation, interactive methods, e-learning, and distance education.

“One of the requirements imposed on today's teacher is that they are well versed in the methods applied to the educational process, passed through the experience of the world and were able to put them into practice. To do this, it is necessary for the teacher to constantly seek, learn and test what he has learned in experience, to change and make additions to these techniques in a creative way himself”[1].

The interconnection between innovative development and the personnel training system further expands the content and essence of pedagogy, defining new tasks and objectives. Educational institutions are increasingly becoming not only centers for knowledge dissemination but also hubs for testing and implementing innovative practices. In such a context, developing the innovative competencies of teaching staff and guiding them in the use of modern methodologies and technologies becomes particularly important. The innovative activities of educators contribute to improving the quality of education, enhancing students’ interest in acquiring new knowledge, and increasing the competitiveness of educational institutions.

From this perspective, the present article analyzes the role of innovative development in education and the personnel training system, its pedagogical foundations, as well as the theoretical and practical aspects of implementing innovations in the educational process. The relevance of the article lies in its aim to reveal the role and significance of innovative approaches in improving the pedagogical system and to develop scientifically grounded conclusions that contribute to the advancement of modern education. A thorough analysis and evidence-based approach in this area serve to elevate the personnel training process to a higher level.

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MAIN PART

A new stage in societal development has underscored the necessity of effectively utilizing internationally recognized methods of managing entrepreneurial entities. In this context, it should be noted that joint ventures and modern enterprises have required a workforce of highly skilled, competitive specialists who possess advanced professional expertise and foreign language proficiency. Therefore, at this new stage of societal development, the process of training a new cadre of specialists within the framework of innovative development has gained strategic importance, particularly in practical areas such as the efficient use and conservation of natural, financial, labor, and other resources.

New relationships, unlike traditional ones, should be free from elements such as coercion or submission to authority. They should be built on the basis of peer collaboration, mutual governance, and reciprocal support. The most important feature of these relationships is the teacher's and student's cooperation in creative activity. Thus, the teacher manifests as the author, developer, researcher, user, and promoter of new pedagogical technologies, theories, and concepts.

Educational effectiveness is a criterion that reflects the extent to which the educational process achieves its defined goals and outcomes. In effective education, students not only acquire knowledge but also develop the skills of independent thinking, analysis, and practical application. At the new stage of societal development, issues related to the creative and innovative role of qualified personnel are being thoroughly studied by both fundamental and applied sciences, such as social philosophy, sociology, psychology, economics, and statistics.

In society, the training of qualified personnel has always been closely linked to innovative activity and aligned with socio-economic development, making it one of the oldest social concepts. However, despite long-term investments in human development, understanding and studying their social significance remains crucial, particularly at the current stage of civil society development and new societal

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progress. This process serves as the foundation for the sustainability of ongoing reforms.

Therefore, the study of the necessity for innovative development within the national personnel training system is linked to the examination of inconsistencies in ensuring social progress during the modernization period, the predominance of technocratic tendencies, and the role of innovations in society and individual life as a distinct scientific direction. It should be emphasized that, at this new stage of development, innovative progress characteristic of societal advancement plays a crucial role in the improvement of the national system for training competitive personnel. This includes the preparation of qualified professors and teachers and ensuring their social protection, which constitutes an important practical aspect of higher education reforms.

It is necessary for responsible specialists to independently understand the need for an innovative development of society and a national system for training personnel, and to deepen its philosophical essence in the new era based on the results of scientific research, particularly in relation to the role of a modern generation of competitive personnel in ongoing reforms. It should be noted that our country has entered a new stage of development, which is a process aimed at long-term socio-economic progress. One of the distinctive features of this period is the rise of management culture and the continuous growth of public awareness. As a result of the innovations being implemented and the execution of strategic tasks in society, we have the opportunity to overcome the social challenges emerging in the current era. In the new era of development, social and economic progress in the country has achieved stability, and consequently, the primary goal is to secure a position among the ranks of developed countries.

Uzbekistan, in its development, strives to further strengthen national security and become a regional center for training highly qualified personnel. This process, in turn, necessitates the continuous advancement of innovation and the further enhancement of the national personnel training system. A challenge that may pose some difficulties for societal development is the continuous acceleration of new technological changes. This process will, in the future, increase the role of innovations in socio-economic development and, consequently, create the necessity to abandon outdated methods of development that have persisted until now. Philosophical studies confirm that developed countries will enter a new stage of technological advancement in the coming decade, and in this process, the human factor plays a crucial role.

In the new era of development, the high-tech production systems established in our country, combined with a modernly organized and continuously improving

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system of uninterrupted education, ensure that the latest technology-driven innovations consistently permeate all spheres of society. However, the concept of rapid development also emphasizes the country's active participation in the global competitive environment and the task of forming a competitive national innovation system. In this development process, human capital emerges as a crucial factor in socio-economic progress.

In our country, human development and ensuring active participation in socio-economic reforms hold significant practical importance. In this regard, it should be noted that specific measures are being implemented to educate talented youth and provide high-quality knowledge at all levels of continuous education. The main causes of existing problems in educating and nurturing young people have been scientifically identified, and methods for addressing them have been determined.

Another characteristic of the new stage of development is the steadily increasing social demand for highly qualified personnel. The acceleration of the country's socio-economic development has intensified the need for specialists who possess strong professional skills, are proficient in foreign languages, and demonstrate high moral qualities. In modern personnel training, it is necessary not only to utilize the capabilities of domestic higher education institutions but also to enhance efficiency by drawing on the experience of leading universities in developed countries.

In introducing innovations into education and the moral sphere, and in promoting their role in social development among youth, the "Development Strategy" Center established in our country during the new stage of development plays a crucial role. Through the meetings organized by this center, the importance of innovations with strategic significance in contemporary societal development has been particularly emphasized. This was highlighted in the presentations of those responsible for the educational and upbringing processes, as well as in scientifically grounded discussions by leading scholars and researchers on the distinctive features of current development.

RESULTS

The results of the conducted research have further clarified the interconnection between innovative development and the personnel training system, as well as the decisive role of pedagogical factors in this process. Firstly, the analysis indicates that the introduction of innovative approaches in the education system has a direct impact on the effectiveness of personnel training. Interactive teaching methods, multimedia technologies, and the use of digital learning platforms positively influence student engagement, the level of knowledge acquisition, and the formation of professional competencies.

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Secondly, the research process revealed that the possession of innovative competencies by teaching staff is a key guarantee of educational quality. In other words, when teachers develop skills in creative thinking, digital literacy, and the effective use of modern educational technologies, the efficiency of the educational process significantly increases. A teacher's innovative activity also encourages students to engage in creative exploration, think independently, and generate new ideas.

Thirdly, the integration of innovative development into the educational content has necessitated a revision of curricula within the personnel training system. The analysis shows that traditional curricula do not fully meet contemporary requirements; therefore, it is necessary to implement competency-based, practice-oriented programs that incorporate innovative knowledge. Such updated curricula ensure students' professional mobility and shape them into highly qualified specialists capable of quickly adapting to the labor market.

Fourthly, the study demonstrated that pedagogical innovations must be improved not only technologically but also organizationally and methodologically. Creating an innovative environment in educational institutions - through the introduction of experiments, innovative projects, and new formats of practical classes - enhances cooperation between teachers and students and yields high efficiency. In institutions where an innovative environment is established, improvements in educational quality, increased student motivation, and the manifestation of creative abilities have been observed.

Fifthly, the study confirmed the high effectiveness of using digital technologies in the personnel training system. In particular, e-learning, distance education, virtual laboratories, and online platforms enable the individualization of learning activities, enhance students' ability to acquire knowledge independently, and provide opportunities for rapid monitoring of the educational process. Digital learning tools ensure objective assessment of the learning process and help optimize the activities of both teachers and students.

The systematic implementation of innovative approaches ensures the competitiveness of the educational process, aligns educational institutions with global standards, and prepares modern, disciplined, knowledgeable, and creative specialists for society.

DISCUSSION

The conducted analyses and research results indicate that the integrative connection between innovative development and the personnel training system is emerging as one of the priority directions of modern pedagogy. A thorough discussion of this process requires examining a range of challenges and

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opportunities associated with the integration of innovations into the pedagogical process.

Firstly, the introduction of innovative approaches in the education system involves not only technological renewal but also a transformation of pedagogical culture. At the core of a teacher's innovative activity lie their professional motivation, the desire for self-improvement, and the process of retraining in accordance with modern requirements. Therefore, in discussions, the development of teachers' innovative competencies is emphasized as a decisive factor in the successful implementation of innovations. Teachers can enhance their innovative potential through retraining courses, practical workshops, experience-sharing programs, and scientific activities.

Secondly, the impact of innovative development on the educational content deserves special attention. Research indicates that the implementation of a competency-based education model is not limited to updating curricula but also requires comprehensive changes to the structure of the learning process, teaching methods, and assessment criteria. During discussions, particular emphasis was placed on aligning educational content with practical application and on the necessity of developing competencies that can be applied in real-life situations. This, in turn, shifts the learning process beyond the mere acquisition of theoretical knowledge, directing it towards the development of students' problem-solving, critical thinking, and creative skills.

Thirdly, the formation of an innovative environment in educational institutions is considered one of the key directions of discussion. An innovative environment is not merely classrooms equipped with modern technology, but a socio-psychological setting that supports the activities of both students and teachers. During discussions, it was emphasized that factors such as the institution's management system, leadership culture, and the free and creative organization of the learning process play a decisive role in creating an innovative environment. Analyses showed that in institutions relying on hierarchical management and traditional approaches, the implementation of innovations occurs slowly, whereas in institutions that support novelty and encourage initiative, innovative development proceeds quickly and effectively.

Fourthly, special attention was given to the issue of applying digital technologies in education. It was emphasized that the expansion of digital learning tools, the growth of distance education, virtual laboratories, mobile applications, and online platforms are creating a new qualitative level in the educational process. At the same time, a number of limitations of digital education were discussed, including insufficient technical resources, varying levels of teachers' digital literacy,

and students' low ability for self-regulation. Therefore, the implementation of digital learning tools requires a comprehensive approach and methodological preparation.

"In applying innovations in the education system or in learning activities, the goal is to achieve the highest possible results from the resources and efforts invested. Unlike any other novelty, an innovation must possess a flexible mechanism that allows for management and control"[3, 12].

Finally, discussions indicate that when a pedagogical approach encompassing innovative development and the personnel training system is implemented systematically and continuously, an improvement in the quality of education becomes inevitable. "The step-by-step, scientifically grounded implementation of innovations, the establishment of experience-sharing among educational institutions, the development of teachers' research activities, and the modernization of the educational process in accordance with international standards ensure the sustainable and effective realization of innovative development"[4, 87].

CONCLUSION

From a pedagogical perspective, the introduction of innovations primarily requires the interactivity of teaching methods, a stronger learner-centered approach, and the effective use of digital technologies in the educational process. It has been established that teachers' innovative competencies directly affect the quality of personnel training. A modern teacher must be a professional who thinks creatively, possesses knowledge of information technologies and the ability to use them, and can actively motivate student engagement. Furthermore, creating an innovative pedagogical environment within an educational institution is a crucial condition for effective teaching. Such an environment fosters students' independent thinking and creative activity, thereby contributing to an overall improvement in the quality of education.

In conclusion, enhancing the pedagogical foundations of innovative development elevates the personnel training system to a new level, ensuring the preparation of competitive and modern specialists.

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