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THE ROLE OF INNOVATIVE EDUCATIONAL ENVIRONMENT AND PEDAGOGICAL-PSYCHOLOGICAL COLLABORATION IN INCREASING THE INFORMATION CREATIVITY OF PROFESSIONAL EDUCATION TEACHERS

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Abstract: The article discusses the problems of developing the information creativity of a teacher of professional education on the basis of an innovative educational environment and ppedagogical-psychological collaboration. In addition, the content of concepts such as pedagogical-psychological collaboration and innovative educational environment in professional education was analyzed and explained.
Keywords: professional education, innovative learning environment, pedagogical-psychological collaboration, professional education teacher, information creativity.

INTRODUCTION

A number of normative documents have been adopted in our country to improve the educational process, with special emphasis on the training of highly qualified personnel. In particular, the Action Strategy for the further development of the Republic of Uzbekistan identifies such tasks as "... stimulation of scientific research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements." Particular attention is paid to the formation of a system of training qualified personnel that meets the requirements of world standards and the introduction of innovative educational technologies in the educational process. Enforcement of these tasks is mainly the responsibility of teachers of higher education institutions. In this regard, specialization teachers in particular need to be competent to use innovative educational technologies in the educational process, to constantly master and apply the latest achievements of science and technology, as well as new techniques and technologies. To this end, it is important to develop the information creativity of professional education teachers in an innovative educational environment.

The article focuses on the problem of improving the methodology of information creativity of teacher in professional education with helping authoring tools.

This study aims at achieving the following objectives:

- analysis of the concept of “information and creativity” from the point of view of philosophy, psychology and pedagogy, the disclosure of the content of creative learning in advanced training courses and retraining of pedagogical staff of professional education;
- increasing ICT skills of teachers with helping developing their creativity;
- creating model which helps teachers to increasing their ICT creativity in advanced training courses and retraining of pedagogical staff of professional education;

LITERATURE REVIEW

An innovative learning environment is “the sum of all the subjects and objects that directly or indirectly participate in the learning process or are interested or influenced by it” [1].

In her research, EA Shmeleva describes "the formation of an innovative environment as an educational environment aimed at developing new ideas, creating new products, technologies, developing innovative potential necessary for the development of fundamental and applied research in various fields, including pedagogy" [2] .

Based on the above analysis, in the innovative educational environment of higher education understands the conditions for the development of skills, abilities of students to create and implement innovations in the learning process in order to increase the professional competence of teachers of specialties.

The main stages of the formation of an innovative learning environment of vocational education:

- identify the need for innovation in the vocational education system;
- data collection, situation analysis, selection and development of innovations;
- Introduction of innovations based on the developed and developed educational process.

Practice shows that the learning environment of professional colleges is innovative based on the following management, pedagogical, logistical approaches and conditions developed by science and practice:

- Environmental approach - as a theory and technology of mediation in the management of the processes of formation and development of the individual (through the environment);
- humanistic approach, according to which the strategic goal of education is the development and formation of the individual, and education and upbringing becomes a means to achieve this goal;

Strategic approach through targeted interaction of management actors to qualitatively change the learning environment of vocational education and turn it into an innovative environment, taking into account development trends;

- a systematic-structural method that takes into account the diversity, interdependence and unity of components of the studied phenomena;
- Innovative approach as a mechanism for the development of the education system, its focus on the creation of innovative educational products;
- a synergistic approach that takes into account the self-organization of pedagogical and student communities, the view of vocational education as an open, self-developing system;
- a competency-based approach that provides for the formation of general cultural, professional and social competencies among students and relevant professional competencies among teachers;
- An all-cultural approach, which includes consideration of the laws of personality development, reliance on the universal foundations of culture.

As a result of the analysis, we developed criteria for increasing the information creativity of a professional education teacher through developmental trainings in an innovative learning environment (Table 1).

Criteria	**Informational creativity of a professional education teacher using developmental trainings in an innovative educational environment**
Goal	Improving the information creativity of teachers through the introduction of innovations in the field of specialization in the educational process in the process of developmental training
Activity of Tutor	Being innovative, developing pedagogical and psychological competencies such as research and creativity, adaptability to changing conditions of life and work, personal-psychological and innovative, taking into account the pedagogical-psychological collaboration in increasing the information creativity of vocational education teachers.
Activity of pupil	Be active and develop their professional competencies based on their pedagogical experience and apply them to the educational process.
Forms of education	Working in groups, individually, in small groups
Methods of education	Technologies such as "FIRST", "Tell", "Show", "Do", "Trip to the Future", "Analogies", "Associosograms"
Educational tools	E-learning resources and didactic tools
Performance appraisal	Self-monitoring and evaluation.

METHODOLOGY

It is known that a large-scale work is being carried out in our country to increase the efficiency of research, strengthen the role of science in the process of social and economic development and democratic renewal. We need to logically complete our large-scale work in this area, in particular, our national programs on education.

To this end, the most important task of the Government, relevant ministries and departments and the entire education system, including professors and teachers, is to thoroughly educate the younger generation, to bring them up as physically and spiritually mature people.

In particular, there is enough experience in the development and improvement of innovation and innovative activities, the promotion of new scientific developments. Innovative activity - the results of completed research and projects or other scientific and technical achievements (scientific and technical achievements) to a new or improved product; is a process aimed at the introduction of a new or improved technological process sold in the market, used in practical activities, as well as in additional research and related projects.

A.V.Khutorsky considers this process more precisely as a set of measures taken for the introduction of innovative processes at one or another level of education and its implementation [3].

According to pedagogical scientists, the main functions of innovative activity include the following components of the pedagogical process: the content, purpose, form, methods, technology, tools, assessment and management system of education. In doing so, the views of all researchers are consistent, and the innovation process cannot be viewed as systematic research because it is a goal-oriented change.

According to B.M.Igoshev, in the modern education system can be divided into two types: traditional and developing (or innovative) educational institution [4].

It follows from these ideas that modern education not only requires improvement, but that it must be innovative in its content. The development of the world and society requires a focus on innovative processes as well as constant renewal. This means that in the context of

innovative modernization of education, the transition to the mechanism of its continuous development will take place.

At present, innovative changes are taking place in various directions, including im-proving the content of education; development and introduction of modern pedagogical technologies; application of methods of mastering new programs; creating conditions for self-determination of students in the educational process; changing the way of thinking in students and teachers, changing their relationships, creating and developing creative innovative teams of educational institutions. And in spite of all the contradictions, pauses and shortcomings of this process, they have an objective positive character. It is innovation that creates the conditions for a concise and operational understanding of the needs of the state and the individual to the social changes inherent in education, which is one of the most pressing issues in the development of education.

In turn, the argumentative objections to the active introduction of innovative processes cannot be completely ruled out, as innovative experience or innovative activity can in some cases lead to various difficulties as well. The problem, however, is that it is a difficult task to anticipate and assess the social consequences of pedagogical innovation. And these difficulties have a methodological character. It is possible to argue about the reliability and objectivity of the results obtained by the currently known methods of teaching any subject. It is especially difficult to assess pedagogical situations and processes that are too complex, multifaceted in content, and not subject to any hypothetical analysis. The difficulty in establishing the objective con-tent of the results of innovative activity indicates that subjectivity is high in the assessment of its consequences. Some researchers believe that pedagogical innovations threaten the education system. For example, N.V.Sokolova substantiates her assumption that when the current situation and conditions, the continuity of some in-novations and mass resistance at all levels of the educational process, the basic systems of governance are disrupted. It is not possible to install systems in several directions at the same time, it cannot withstand such management, which leads to a crisis [5]. The author connects the formation of this situation with the characteristics of the national character, high creative talent, which leads to high demands of innovation, because innovation is always risk, risk-taking is defined as a sign of national character.

The psychological state of the teacher also plays an important role in ensuring the quality of teaching specialty subjects from vocational education institutions. The professional knowledge, skills and qualifications of the trained specialist will largely depend on the quality of teaching the specialty subjects. Not only the pedagogical skills of the specialty teacher but also the mental state of the students play an important role in the educational process. [6].

We also paid attention to the conduct of pedagogical and psychological collaboration in the field of research aimed at developing the information creativity of the teacher of the specialty. The development of professional competence of the teacher requires the performance of a number of tasks in determining the content and specificity of the organization of pedagogical-psychological collaboration.

First, in the development of professional competence of the teacher, it is necessary to determine the purpose of pedagogical-psychological collaboration in the analysis of current problems in education.

Second, it is necessary to identify and distinguish the direction of pedagogical-psychological collaboration in the development of professional competence. Fulfillment of these tasks requires a theoretical approach to the problems in the analysis of pedagogical-psychological colloquium in the process of developing professional competence. Consideration of the

content of pedagogical-psychological collaboration in the development of professional competence of the teacher requires consideration of the analysis, theory and practical aspects of the system of pedagogical-psychological collaboration.

Currently, collaboration in the education system is carried out on the basis of cooperation in the educational process. In this approach, the object of pedagogical-psychological collaboration is the educational process, and the subject is the state of development of the system of relations of the student with others and with himself. In our opinion, the following principles should be followed to create a pedagogical-psychological collaboration:

- the principle of maintaining the student's interest in learning;
- The principle of continuity (guaranteeing the student continuous monitoring and solution of problems at all stages of educational activities);
- The principle of systematic observation (based on a comprehensive and qualitative diagnosis that allows to identify not only its problems, but also its strengths, in determining the main tasks and activities to help the student.

DISSCUSS AND RESULTS

The purpose of pedagogical-psychological collaboration in the educational process is to study the situation of the teacher and the student in the classroom and to establish theoretical and practical cooperation.

These include:

─ To warn the student about the problems that arise during the lesson;
─ to help students in the process of learning and completing various tasks:
─ help in overcoming learning difficulties (problems in educational and professional activities, emotional disorders, problems with peers, problems with teachers);
─ Improving the quality of education;
─ Development of pedagogical and psychological competence of teachers.

Emphasis is placed on students 'self-development, independent movement in performing practical activities, creating an environment for interaction, and engaging them in the interaction process.

Opinions have been expressed by many researchers about the role of collaboration in the psychology of foreign countries. For example, A.Adler emphasized the need to support the educator, to focus on colloquialism in order to overcome the shortcomings in it [7].

According to A.Maslow, emphasis should be placed on supporting a mentally healthy person, because everyone by nature has a strong developmental potential. Therefore, pedagogical-psychological collaboration is one of the leading psychological requirements of man. [8.

Currently, there are several ideas in psychology to describe the pedagogical-psychological collaboration. For example, a number of authors have described collaboration as a method based on making optimal decisions in life's choices.

Man is a subject, and the choices of life include problematic situations through which he determines his way of life.

In this regard, collaboration is defined as an aid to the responsibility of the place where it moves to form an area focused on the development of the subject, the main principle of which is the predominance of the internal potential of the subject [9].

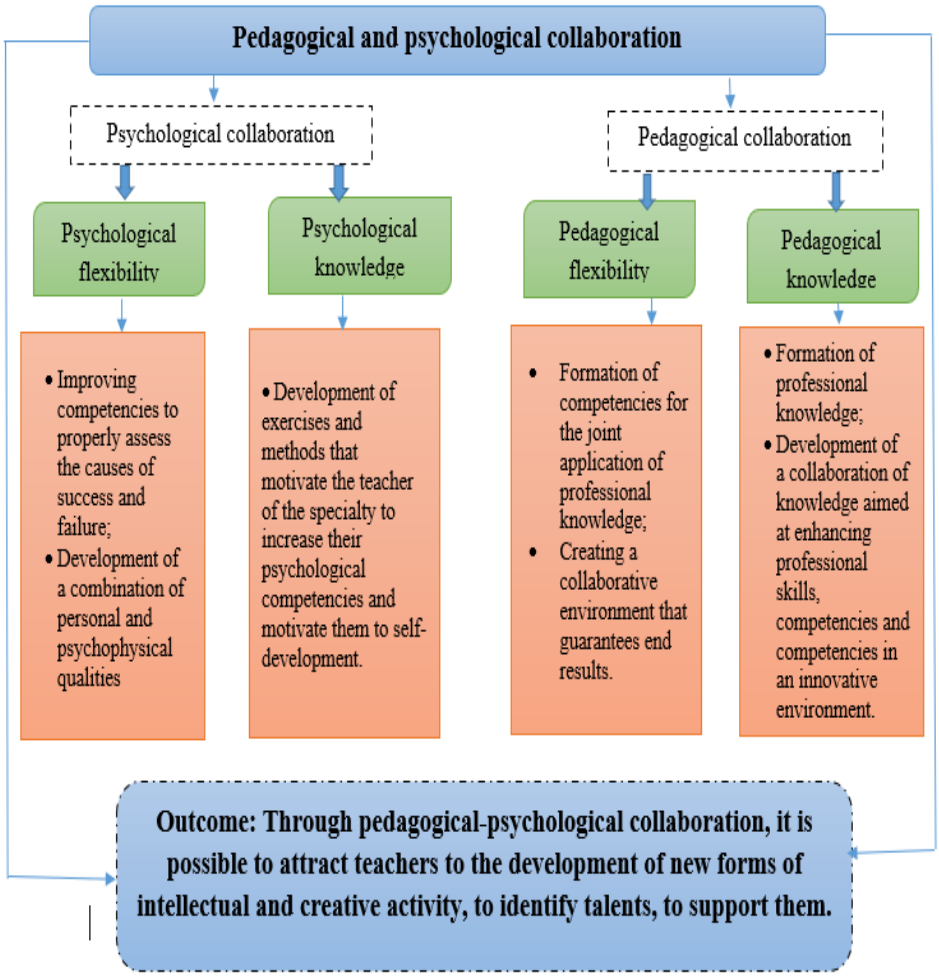
There are several other ideas in the scientific work of M.R.Bityanova. The author emphasizes colloquialism as a way of working, with the help of which the successful socio-psychological and pedagogical-psychological conditions of education and development are created and organized [10].

The exact content, form and methods of pedagogical-psychological collaboration as one of the directions of the psychologist's activity and corresponding to the tasks of his cases are described in the works of R.V.Ovcharova [11].

A different approach position is observed in the work of E.F. Zeer. Under the concept of pedagogical-psychological collaboration, the author understands the need to act together with the changing person, to identify in a timely manner the possible ways of development, assistance and support [12]. This rule was taken as the main rule in the scope of research and allowed to form a theoretical and methodological basis for the development of professional competence of the teacher [12].

The object of pedagogical-psychological collaboration is the educational process, and the subject of activity is the developmental environment of the educator, which is described as his relationship with the world, people around him and himself.

The feature of collaborative technologies is the focus on their discovery and the individual development, activation and realization of their potential by the educator, optimizing the relationships of all participants in the educational process.



In our opinion, the main directions of pedagogical-psychological collaboration include psychological adaptation and pedagogical knowledge.

the "Student method", proved the increase in creativity of students of continuing education courses and retraining of teaching staff of universities by 10%.

Effectiveness of the experimental work's results, which was calculated based on the Student's t-test (Table III).

CONCLUSION

Psychological adaptation is the impact on the full social and professional development of the individual, including the development of recommendations for im-proving the conditions of self-government, taking into account the formation of socio-economic relations, warning of possible crises, prevention of personal and inter-personal conflicts. The main task of psychological adaptation is to create conditions for the educator to target adequacy and competence in crisis situations.

The essence of psychological adaptation is to create conditions with pedagogical-psychological technologies to overcome mental pressure, stress and trauma, as well as the growth of factors of mental tolerance (intolerance) to it.

When psychological knowledge, skills and abilities are mastered, the individual characteristics of the student are studied as a factor in the realization of the professional and psychological potential of the teacher, and at the same time the formation of competence to adapt to changing life and work conditions.

Through pedagogical and psychological collaboration, it is possible to develop a new form of intellectual and creative activity of teachers, to attract their interest, to identify their talents, to support them.

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