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METHODOLOGY FOR DIRECTING LEARNERS TOWARD INNOVATIVE ACTIVITIES IN A DIGITAL TRANSFORMATION ENVIRONMENT WITHIN THE COMPETENCY DEVELOPMENT SYSTEM

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Abstract
This scientific article highlights the methodology of orienting learners towards innovative activities in the professional development system under conditions of digital transformation. It focuses on enhancing their digital competencies through the teaching of the pedagogical technologies module.

Introduction

In today's world, the use of innovative approaches and modern pedagogical technologies in the field of education is considered a crucial factor not only for effectively organizing the learning process but also for engaging learners in creative and innovative activities. The professional development system, in particular, plays a significant role in enhancing the professional competencies of teachers, specialists, and leaders. In this process, the application of pedagogical technologies enables learners to develop new ideas, creatively solve problems, and apply innovative approaches in their activities.

The purpose of this article is to examine the main directions of utilizing pedagogical technologies in the professional development system and to develop a methodology for orienting learners towards innovative activities. At the same time, special attention is given to analyzing the methods applied in this process and their effectiveness.

Discussion: The Essence of Pedagogical Technologies

Pedagogical technologies are defined as a set of methods, tools, and approaches that serve to systematically organize the educational process. Unlike traditional teaching methods, they are based on modern information and communication technologies (ICT), interactive methods, and strategies that ensure the active participation of learners. For example, tools such as "problem-based learning," "project-based learning," and digital platforms (e.g., Moodle, Google Classroom) are widely used today.

The role of pedagogical technologies in the professional development system is even more significant because, in this process, learners are typically experienced professionals whose educational needs are specific and oriented toward practical outcomes. For this reason, the teacher must not only serve as a transmitter of knowledge but also act as a facilitator who encourages learners to explore new ideas.

The Specificity of the Professional Development System

Unlike general education, the professional development system is designed for specialists with specific professional experience, aiming to update their knowledge and skills and adapt them to modern requirements. Learners are typically teachers, managers, or field experts, and their needs in the educational process are characterized by clarity and a focus on practical outcomes. This necessitates moving away from traditional methods in the teaching process and adopting flexible and innovative approaches.

In professional development, the unique characteristics of learners—such as their experience, motivation level, and professional goals—must be taken into account when organizing the educational process. For instance, they tend to prefer methods focused on practical skills and solving real-life problems over theoretical knowledge. Therefore, in the professional development system, the teacher must not only serve as a transmitter of knowledge but also act as a mentor who guides learners toward new directions.

Innovative Activity: Concept and Significance

Innovative activity is defined as the process of creating new ideas, methods, or products and applying them in practice. In the field of education, innovations serve to improve the learning process, enhance learners' creative potential, and find solutions tailored to contemporary challenges. In professional development, innovative activity enables learners to introduce new approaches in their professional fields, creatively address existing problems, and adapt to changing conditions.

The significance of innovation in education lies in its ability to transform learners from passive recipients of knowledge into active participants. For example, project-based learning or collaborative creative tasks encourage learners to develop new solutions based on their own experiences. This not only enhances their professional competencies but also creates opportunities for them to become leaders in their fields.

Solution: Methodology for Orienting Learners Toward Innovative Activity

In the professional development system, a range of methodological approaches are employed to guide learners toward innovative activity. Pedagogical technologies serve as a crucial tool in this process. Below are the main methods and their applications:

1. **Interactive Teaching Methods:** To encourage active participation of learners, methods such as "problem-based learning" and "case-study" approaches are utilized. For example, learners are given real-life problems and tasked with developing new solutions to address them. This method enhances their critical thinking and creative approach skills.

2. **Utilization of Digital Technologies:** Modern educational platforms (e.g., Moodle, Zoom, Google Workspace) and virtual simulation tools provide learners with opportunities to test new ideas. For instance, a virtual classroom can be created for teachers, where they are encouraged to experiment with new teaching methods.

3. **Use of Artificial Intelligence and Data Analysis:** To engage learners in innovative activities, artificial intelligence (AI)-based tools (e.g., ChatGPT, Deep seek, Grok, Power BI) are employed. For example, teachers may be tasked with analyzing students' comprehension levels and developing lesson plans accordingly. This helps them find innovative, data-driven solutions.

4. **Project-Based Learning:** Learners are divided into small groups and tasked with developing innovative projects related to their professional fields. For example, school teachers might be assigned to prepare a project on integrating modern educational tools. This method enhances their collaboration skills and ability to find creative solutions.

5. **Motivational Approaches:** Increasing learners' intrinsic motivation is crucial for engaging them in innovative activities. In this regard, the teacher should consider learners' personal goals and interests, assigning tasks tailored to them. For example, prompting them to think by asking, "How would you solve the biggest problem in your field?" can be effective. In creating a motivational digital environment, digital gamification methods (e.g., Kahoot,WordWall, Quizizz) are used to boost learners' intrinsic motivation. Creative tasks are assigned in a digital setting, and a virtual reward system is introduced for successful outcomes, encouraging them to experiment with new ideas.

6. **Sharing Practical Experiences:** Learners are encouraged to engage in mutual experience sharing. For example, participants in a professional development course may be asked to prepare presentations about their successful projects. This inspires others and creates a foundation for the emergence of new ideas.

7. Professional Development in the Context of Digital Transformation

Digital transformation refers to the reorganization of educational processes and the enhancement of efficiency through the use of information and communication technologies (ICT). In the professional development system, this process enables learners to acquire new knowledge and skills using modern digital tools (e.g., online platforms, virtual classrooms, artificial intelligence-based programs). The distinctiveness of this system lies in its design for experienced professionals, whose professional needs are specific and oriented toward practical outcomes.

The benefits of competency in digital settings are: firstly, the learning process is organized flexibly, regardless of place and time; secondly, the audience performs practical training using digital tools in real time; thirdly, the possibilities of quick communication between teachers and listeners expand. Through platforms such as Zoom or Microsoft Teams, for example, listeners can also participate in collective projects remotely. At the same time, digital transformation opens up new opportunities to guide listeners to innovative activities, as digital tools make it easier to test and introduce creative approaches. The role of the teacher is important in the application of these methodologies, acting as a facilitator that directs the audience, opening up their creative potential. At the same time, it is necessary that each methodology is adapted to the professional sphere and needs of the audience.

Conclusion

In a digital transformative setting, the skill development system provides ample opportunities for directing listeners to innovative activities. With the help of digital technologies, the creative potential of the audience is opened, their professional skills are adapted to modern requirements and the ability to produce new solutions in their field is developed. An important place in this process is occupied by such tools as interactive methods, virtual simulations and artificial intelligence. In the system of professional development, the orientation of listeners to innovative activities is one of the important requirements of modern education. This process not only increases the professional competencies of the audience, but also makes them leaders who produce new solutions in their field. Through the use of pedagogical technologies and interactive methods, it is possible to motivate the audience, develop their creative potential and strengthen their practical skills. In order to further improve this methodology in the future, it is recommended to introduce a wider range of digital technologies, develop flexible programs tailored to the personal needs of the audience, and organize special training for teachers. Listeners focused on innovative activities not only develop their field, but also contribute to the overall progress of society

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