



# Increasing The Level Of Innovative Mobility Of Educators In The Conditions Of Digital Transformation As A Pedagogical Problem

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## ABSTRACT

The processes of digital transformation represent one of the key factors shaping the modern education system, introducing profound changes to the content, forms, and methods of pedagogical activity. In turn, this raises the issue of enhancing teachers' innovative mobility as a pressing pedagogical challenge. This article analyzes the necessity of developing teachers' professional competencies under conditions of digital transformation, increasing their adaptability to changing circumstances, mastering new pedagogical technologies, and effectively integrating them into the educational process.

## Keywords:

digital transformation, innovative mobility, pedagogical competence, professional development, education system, adaptability, modern technologies

Modernization of educational processes in higher education institutions, development of professional competence of teachers in increasing the quality level of personnel training system, equipping them with modern professional knowledge, skills and skills, scientific and technical innovations. In independent development, creative use and development of skills to solve promising tasks are considered important tasks. Because globalization and the rapid development of science and technology require rapid adaptation of specialists to modern requirements and professional innovations. This, in turn, forms a responsible attitude to the issues of improving the skills of personnel and retraining them, one of the types of continuous education.

Identifying priority areas for the systematic reform of higher education in the Republic of Uzbekistan, qualitatively improving the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities, independent thinking, modernizing higher education, developing social and

economic sectors based on advanced educational technologies. The purpose of the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, "The Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" [1] is to ensure the quality of education, competitiveness, and the strong integration of science, education, and work, taking into account the needs of the social and economic sectors. Tasks have been set to effectively organize personnel training, scientific and innovative activities.

In this era of expanding scientific and technological development, the need to improve the skills of teaching staff in higher education is also growing. In particular, with the development of technologies in education, as well as online learning platforms, virtual and augmented reality, artificial intelligence, and other advanced technologies, they are also being widely applied to the educational process. For this reason, it is essential for educators to regularly upgrade their skills to adapt to these technologies and develop their skills to effectively support them in the learning process. The need to improve the skills of teaching staff

in higher education can be seen in the example of innovative pedagogical methods that are being improved, the educational needs of students, and the changing demands of science and society. In higher education, it is considered a requirement of today that teachers teach students using modern, innovative pedagogical methods. Such methods help students not only acquire knowledge, but also develop their analytical thinking, creative thinking, and problem-solving skills. It is known that each student learns in his or her own way. Teachers develop teaching strategies that are adapted to different learning styles through professional development. Interventions such as personalized learning, group work, and collaborative learning play an important role in meeting students' needs.

In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5789 "On the introduction of a system of continuous professional development of managerial and pedagogical personnel of higher educational institutions" dated August 27, 2019, stipulates that "...continuously updating the professional knowledge, skills and abilities of managerial and pedagogical personnel. Implementation of training mechanisms, improvement of professional training to the level necessary to ensure the quality of higher education in accordance with modern requirements..." are defined [2]. Thus, reforms in the field of education, the development of information and digital technologies and their introduction into the education system require mobility, adaptability, competence, and keeping up with the times from the teacher.

The current global trend is in full swing. One of the manifestations of innovation in education is the formation of a person who fully reflects human mobility. In identifying mechanisms for increasing the level of innovative mobility in higher education teaching staff, it is necessary to first clarify the meaning and essence of the concept of "mobility".

The concept of mobility is interpreted in different ways by different scholars. It is important in educational, social, economic, cultural and environmental contexts. Each field has its own interpretations and concepts of

mobility, and these ideas, while highlighting the specific aspects of mobility, also show the complexity of this concept.

Zygmunt Bauman, a contemporary social theorist, in his concept of "liquid modernity" (flexible time), he linked mobility to the fluidity and instability of social life, stating that "In a flexible time, people are forced to constantly change their lives, seek new opportunities, and adapt themselves to new circumstances." [3] This idea emphasizes the social and cultural aspects of mobility.

Richard Florida, in his concept of the "Creative Class," defines mobility as being linked to economic development and innovation: "Social and economic mobility is the ability of people to seek out new places to realize their talents and creative potential" [4].

David Harvey, a geographer and social theorist, in his concept of "spatial fix" he links mobility to economic processes and space, defining it as "the mobility of resources and labor to adapt to the changing conditions of capitalism".

Also, the concept of mobility is explained by the pedagogical scientist I. Chervinska, who states that "mobility is the ability to move to another type of activity or work of social, academic, intellectual, cultural and personal types" [5]. In this case, the author sees mobility as the ability of a teacher to adapt to modern conditions, and the ability of a teacher to be active in new pedagogical approaches and innovative activities.

According to N. Diachok, "mobility is the ability to successfully change and adapt to a type of activity or type of work." [6] Diachok connects mobility with pedagogical innovation, updating teaching methods, and the formation of new models of activity through creative experiments.

O. Iyevlyev believes that "pedagogical mobility is professional and pedagogical mobility, in which individual agency (initiative, competence) and adaptability to the context play a key role" [7]. This approach reveals pedagogical mobility as professional growth and personal development.

Digital transformation processes are fundamentally changing the education system today, imposing new requirements on the content, form and methods of pedagogical

activity. In the context of this process, the issue of increasing the innovative mobility of teachers is recognized as one of the most urgent pedagogical problems of educational theory and practice. Innovative mobility is the ability of a teacher to adapt to rapidly changing conditions, effectively use digital technologies, find new pedagogical approaches and integrate them into the educational process.

Analysis shows that teachers who work effectively in the context of digital transformation are becoming not only educators, but also innovative initiators of the educational process, promoters of digital culture, and leaders of scientific and creative thinking. Therefore, continuous professional development of teachers, acquisition of new knowledge and skills, as well as keeping up with modern educational standards are becoming a prerequisite.

The concept of mobility has a broad meaning in pedagogical activity, expressing the social, intellectual, professional and cultural flexibility of a teacher. A teacher with innovative mobility is able to adapt his activities to global educational trends, quickly master new pedagogical technologies and apply them in practice, thereby increasing the quality and efficiency of the educational process.

In conclusion, increasing the innovative mobility of teachers in the era of digital transformation is an important factor in modernizing the education system, training personnel based on modern requirements, and forming competitive human capital. Therefore, the development of scientific and theoretical research, methodological approaches, and practical mechanisms aimed at developing the level of innovative mobility of teachers should be considered as one of the priority areas of modern educational development.

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