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PEDAGOGICAL BASES OF PREPARATION OF PRIMARY SCHOOL TEACHERS FOR INNOVATIVE ACTIVITY

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ABSTRACT

In this article given information about the preparation of primary school teachers for innovative activities, innovations and a number of theoretical and methodological problems related to the creative activity of the teacher. Changes in the organization and content of innovative activities of educational institutions, the training of teachers in innovative areas are inextricably linked with methodological and technological changes. This approach focuses on the individual's ability to make free choices, in which learning activities play a leading role and can be an important, leading tool in personal development and a way to engage the individual in the learning process.

KEYWORDS: *Primary School Teachers, Innovative Activities, Educational Technologies.*

INTRODUCTION

The reforms in education Profound changes democratization of the education system and humanization Modernization of the education management system The objective demand for the quality of education shows the need to prepare teachers for innovative activities.

At present, a teacher who has not studied the nature of innovative movements in education, does not understand the essence of innovative activities in education, does not have a broad knowledge of innovative educational technologies, can not be considered a modern educator, a mature specialist.

Educational innovations are forms, methods and technologies that can be used to solve a problem in the field of education or the learning process on the basis of a new approach and guarantee a more effective result than before.

An innovative process in the field of education is an innovation and change in the concept of education, curricula, methods and techniques, methods of teaching and learning.

At the heart of the word innovative processes in education are two important problems of pedagogy - the problem of learning, generalization and popularization of advanced pedagogical practices, and the problem of applying the achievements of pedagogical sciences in practice. Therefore, the subject of innovation and the structure of innovation processes, the mechanism must be part of a set of interrelated processes. It is that innovative activity not only lays the foundation for competition between higher education institutions in the service market, but also reveals the growth of professional skills, creative research, practical application of the professor-teacher.

Scientific and methodological research in various fields is really necessary and important, but the question of how to organize and manage the preparation of primary school teachers for innovative activities remains one of the major challenges facing all pedagogical scholars.

Problems and obstacles in the process of preparing primary school teachers for innovative activities can be seen in the following cases:

1. Understanding the need for innovative activities, readiness to engage in creative activities to introduce innovations in the educational institution, confidence in the effectiveness of efforts to introduce innovations.
2. Correspondence and compatibility of personal goals with innovative activities, the ability to overcome creative failure with perseverance.
3. To prepare the teacher to perceive novelty (innovation) and to develop the ability to act in a new way in order to focus on innovative activities.

The development of innovative activities of primary school teachers is one of the strategic directions in education. Improving the content of professional training of primary school teachers, the organization of their innovative activities is one of the urgent tasks today.

Therefore, there is a problem of training teachers for innovative activities in education. The innovative processes taking place have been covered in educational methodology and psychological research. Conceptual approach to innovation in science in methodology (Yu.V.Gromyko, V.I.Slobodchikov, P.G.Shedrovitsky, etc.); in psychology (L.S.Vygotsky, V.V.Davidov, N.F.Talyzina, etc.); described in general pedagogy (M.V.Klarin, M.M.Potashnik, A.I.Prigojin, N.R.Yusbekbekova, K.Angelovsky, Yu.Voglaid, K.Rodgers, etc.).

In the scientific and pedagogical literature, the experience of preparing teachers for innovative activities is generalized by a number of scientists.

Innovations in the study of innovative processes in education and related to the creative activity of the teacher (criteria for evaluating innovation, traditions and innovations, features of the innovation cycle, the teacher's attitude to innovation, etc.) a number of problems of a theoretical and methodological nature are put forward. In their research, scientists often deal with a specific aspect of preparing teachers for innovative activities:

For example:

- Problems of implementation of innovations in the field of education;
- The role of research components in the innovative activity of the teacher (pedagogue);
- Coverage of socio-cultural problems in the innovative activity of the teacher, the transition of public and private culture, the harmony of individual and community;
- The main motives of the teacher's attitude to the introduced innovations, the teacher's readiness to use new technologies in the learning process and motivational problems;
- The relationship between innovative activity of the teacher and reflection;
- Psychological problems of implementation of pedagogical innovations in the education system;
- Theoretical and methodological basis of the essence, composition and evaluation criteria of pedagogical innovations.

Among the research on the preparation of teachers for innovative activities, the work of M.V.Clarin has a special place. In his work, he connects innovative activities with the need for continuing education, organized through the development and implementation of socio-cultural projects. This approach focuses on the individual's ability to make free choices, in which learning activities play a leading role and can be an important, leading tool in personal development and a way to engage the individual in the learning process.

Changes in the organization and content of innovative activities of educational institutions, the training of teachers in innovative areas are inextricably linked with methodological and technological changes. However, this process remains spontaneous due to the lack of recommendations for the preparation and improvement of teachers for innovative activities.

The process of preparing primary school teachers for their careers is as follows: to predict the success of the intended innovation as a whole and its individual stages, to compare innovation with other innovations, to choose the most effective of them, to determine their most important and accurate level, examining the success rate of innovation and assessing the ability of the organization implementing the innovation to adopt the innovation.

Preparation of teachers for innovative activities should be carried out in two directions:

- Formation of innovative readiness for perception of innovation;
- To teach to act in a new way.

Innovative activity is an important part of practice and theory, a system of action of social actors aimed at improving the qualities of the socio-cultural object, which is not only the ability to solve a certain range of problems, rather, it is to have a motivational preparation to solve problems in any situation. The central issue of a teacher's innovative activity is the effective organization of the learning process.

Innovative activity is explained by the following main features:

- Conscious analysis of professional activity;
- Critical approach to norms;
- Readiness for professional news;

-To have a creative attitude to the world;

-To realize their potential, to integrate their lifestyle and aspirations into their professional activities. In innovative activity, the teacher must be an advanced, productive creative person, a wide range of interests, a rich inner world, revenge for pedagogical innovation. Innovative activity consists of motivational, technological and reflective parts. In the organization of innovative activities, the cognitive activity of students and its management is of particular importance.

In order to organize the innovative activity of the teacher in the educational institution, it is necessary to create an “Innovative environment”, that is, in the pedagogical team in general, a creative, sincere friendly atmosphere in the educational institution, where the teacher-teacher can feel free and the inner aspiration in the team has a high level of material and spiritual interest. It focuses on the creative thinking and aspiration of primary school teachers in the environment. The result is an innovation process - the introduction of innovations and changes in the conditions that ensure the successful transition of the system to the new conditions.

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