



INNOVATIVE ACTIVITY OF PRIMARY SCHOOL TEACHER

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Annotation

The article provides a unique insight into the features of professional knowledge and skills of teachers based on innovative approach.

Keywords. Innovative activity, teacher, knowledge, skills, abilities, continuous.

In the process of organizing teaching activities, a number of pedagogical skills are required from the teacher. One such essential skill is this innovative ability. In this sense, the existing socio-economic changes require an innovative approach to the educational process. An elementary education teacher will begin to face the following questions as he or she engages in innovative activities. How to develop an innovative program? What are the factors for the implementation of innovative activities?

The concept of "innovation" means the introduction of innovations in its essence. The innovation process is not only a means of disseminating news, but also a means of educating the teacher and the student to be creative, entrepreneurial, able to accept the changes in educational activities associated with this activity.

In the essence of innovative education, the teacher's worldview, personal qualities and professional qualities are compatible, and the full development of professional motivation is of paramount importance, while in the field of innovative education, the level of professional development is paramount. The main aspects of innovative education include:

1. Open perspective of education. (Clear professional goal in the activity of a teacher - on the basis of self-assessment)
2. Ability to be proud on the basis of re-evaluation of values. (Development of a set of abilities) This implies the development of a sense of patriotism in the teacher and the formation of a sense of national pride based on a correct understanding of their rights and responsibilities.
3. Ability to collaborate in new situations. (Development of speaking skills and communicative skills. (Students, parents, colleagues)

This situation requires an innovative behavior in pedagogical activity from the primary education teacher. The formation of innovative behavior is carried out systematically, first in the family, and then in educational institutions. In professional activity, they improve. In the first stage of preparation for professional activity, the primary education teacher should prepare himself for innovative activities. It is based on the following principles. Humanitarian-news, purposefulness, competence, reflexivity.

The didactic basis of innovative activity includes the following.

1. Understanding yourself and your activities.





2. Object and subject in the pedagogical process.
3. Self-control and self-correction in the essence of problem solving.
4. The degree of interdependence of creativity and personal motivation, which are components of pedagogical activity.

The primary school teacher should define innovative tasks on the basis of consistency, based on the didactic basis. The main goal is to form a creative direction in pedagogical activity. As for the content of the tasks

- general psychological knowledge,
- Development of interest in the pedagogical profession (not stagnation) Increased interest in the openness of pedagogical communication,
- Development of the concept of creative "I", the development of the ability to solve and analyze creative pedagogical tasks,
- development of the general technology of creative pursuits.

The results of the tasks are determined by the teacher's psychological knowledge, didactic knowledge, application of skills, ability to see alternatives to solutions, coordination of processes of combining new methods and previously mastered methods of activity.

Today, a number of educators and psychologists are exploring different aspects of innovation. A number of hypotheses and trends are being put forward as a result of research. As a proof of our opinion, we will highlight the model of the psychological basis of innovative activities of primary school teachers V.A. Slastenin and LS Radimova.

V.A.Slastenin and L.S. Radimov's model of vocational training

The above module can serve as an introductory program in the innovative activities of a primary education teacher. The main core idea of the module is that the teacher does not always stop researching and working on himself.

As a logical continuation of this content, if we consider innovation potential as the effectiveness of innovation, we understand that this process depends on a correct understanding of the mechanism by which participants coordinate different paths, the ability to purposefully influence the actions of participants. This process shows that reflexive-innovative is an "effective approach" method in primary school teachers. This is because the specific characteristics of primary school students (curiosity, high appreciation of the teacher's personality, speed of thinking) are very much in line with this approach.

Reflective is re-understanding. Creating a reflexive environment in primary school students allows them to create a special, very good environment for the teacher. Acceptance by students in an easy and understandable, fun way makes the process of working easier for the teacher. Another aspect of this innovative situation is that the teacher manages the learning process on a professional matrix by working with situations that are familiar to him.

The primary education teacher always puts the student's personality first in his / her innovative activities. Special attention is paid to the individual (psychological,





physiological, physical) characteristics and interests of the student. Methods should take into account the student's initial level of knowledge in the selection process. In particular, it should develop in students the ability to work with new information and then develop the ability to advance conclusions and hypotheses. This process requires indirect integrative skills from the teacher.

Integrative skills are generalized skills that are necessary for the systematic planning and implementation of the goals of the internal management of the educational institution, aimed at achieving creative results in the management of educational institutions, the development of pedagogical processes. The introduction of new approaches to education, updating the content of education, the introduction of advanced pedagogical technologies and modern teaching methods, the organization of the educational process on a scientific basis and changing its management in accordance with modern, social and economic conditions determine the content of integrative skills.

In conclusion, a teacher today cannot have a student in his or her professional career unless he or she is constantly searching for knowledge and skills and developing innovative skills. This leads to the inability of the teacher to gain prestige. We, the teachers, will be able to restore our professional reputation only by using our innovative skills. Uzbekistan has all the necessary conditions for the transition to a modern model of innovative development. This model is based on the widespread and effective use of the existing scientific and technological potential, the widespread introduction of the achievements of fundamental and applied science, technologies that require in-depth knowledge, increasing the number of highly qualified, talented scientific personnel. This is a necessary condition and a solid foundation for our country to join the ranks of developed economies and industries in the world. This justifies the structural structure of our future education system.

After all, our educated youth is our future.

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