

FORMATION OF INNOVATIVE CULTURE OF FUTURE TEACHERS PRIMARY SCHOOL

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ABSTRACT

This article is devoted to one of the most pressing problems of modern pedagogy - the formation of the future teacher's innovative culture. The issues of indicators and components of the innovation culture of future primary school teachers are considered, and ways of increasing innovation activity are analyzed.

Keywords: Innovation, teacher, elementary class, component, culture, competitiveness, set.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Modern Uzbekistan is rapidly integrating into the world community. Especially it should be noted that large-scale educational reforms are being carried out. Great attention is paid to the training of competitive personnel in all spheres of social life, including the training of future teachers. The Resolution of the President of the Republic of Uzbekistan No. 3775 of June 5, 2019 "On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure their Active Participation in Large-Scale Reforms Implemented in the Country" determined that it is important to "organize training sessions by introducing educational technologies interactive methods aimed at shaping innovative-minded thinking in students, focusing on the mechanisms for students of education ". Even on the basis of this decree, the breastplate "Leader of Innovative Ideas" was established, which is awarded to young scientists and students, as well as enterprising citizens for their worthy contribution to the development of innovative ideas and technologies in Uzbekistan.

In the years of independence of Uzbekistan, great contribution to the development of the theoretical foundations for the preparation of future primary school teachers was made by such scholars as B.S.Abdullaev, A.V.Sadykov, D.Shodmonkulova, R.Mavlonova and others. primary classes.

In general, the success of any innovation transformations depends on the level of innovation culture of each teacher. The desire to be one step ahead, to always be in constant creative search, to master modern pedagogical and information technologies - all these are the conditions for the development of education, which is based on the innovation process. Without innovative work today there is no development of education, there is no modern quality. Innovations in education are not just a requirement of society, but a necessity dictated by life.

The concept of "innovation" for Uzbekistan is quite new, and entered into our lexicon only during the period of market transformations. The term "innovations", being not fully defined, has in recent years been increasingly subjected to inflationary use in various spheres of human life. By itself, the term points to something "new and original", it carries with it a certain dynamics and changes.

The use of the word “innovation” in education is also becoming popular. Innovations in the field of education can help overcome the usual stereotypes in thinking, in learning, they can give impetus and equip the idea to reform education and thereby support students in their ability to cope with changing initial conditions.

One of the factors of effective innovation activity in the educational sphere is the innovative culture of the future primary school teacher.

The concept of innovation culture is most carefully developed in sociology. In sociological dictionaries, an innovative culture is usually understood as “a stable system of norms, rules and methods for the implementation of innovations in various spheres of social life, characteristic of a given sociocultural community”. In this context, the innovation culture is the mechanism of innovation behavior as a special type of individual or group behavior, which is characterized by initiative and systematic development of new ways of doing business.

Considering the innovation culture as a factor in the effectiveness of the future teacher's innovation activity, it is logical to assume that the lack of an innovation culture is one of the causes of a number of problems that exist today in pedagogical innovation practice.

An innovative culture of the future teacher is a combination of the following interrelated components: axiological, innovation-technological, cooperative-activity, communicative, personal-creative.

The axiological component of the innovative culture of the future primary school teacher is a set of pedagogical values: updated professionally significant knowledge, ideas, and beliefs of the teacher. The renewal of pedagogical values is a condition and result of innovative pedagogical activity. Pedagogical values can exist on three main levels: socio-pedagogical, professional-group and individual-personal. The values of the socio-pedagogical level are a set of ideas, norms and rules governing the activities in the field of education, taking into account the modern requirements of society. The values of the professional group level (group pedagogical values) are a set of ideas, concepts, norms, regulating and directing pedagogical activity within the framework of certain educational institutions. The values of the individual-personal level (personal-pedagogical values) reflect the system of value orientations of the teacher's personality (goals and motives of his activities, his ideals, attitudes, views on life, etc.). The innovation and technology component combines the methods of innovation and pedagogical activity, providing solutions to the tasks of innovation management and self-management of innovative pedagogical activities, which include analytic-reflexive - tasks related to the teacher's understanding of the pedagogical process, its elements, and its innovative activity. Constructive-prognostic - the task of building (constructing) an innovative pedagogical process and predicting its results. Organizational - activity - problems of direct implementation of innovation and the creation of optimal conditions for its implementation. Evaluation and information - the task of collecting, processing and storing information necessary for the implementation of pedagogical innovations, as well as the objective assessment of the progress and results of innovation activities. Corrective and regulatory - the task of correction and regulation of innovation to improve its results, optimize the course of innovative transformations. Cooperative - activity component reflects the culture of cooperation of teachers in joint innovation activities. The need for this component is due to the collective nature of pedagogical activity and the obligatory presence in it of interaction between a primary school teacher and students. The cooperative-activity component of the innovation culture of a primary school teacher ensures the necessary level of teacher interaction with

students, colleagues, and parents; without it, the development of innovation activity is not possible. This component includes the ability to realistically assess their capabilities and distribute their forces while working in a group, responsibility to the participants of collective innovation activity, the ability to take responsibility for the results of group innovation activity, tact in resolving controversial issues, the ability to agree with partners on their mission in group. The communicative component determines the culture of participation of the future elementary school teacher in the information exchange.

In the innovation process, the amount of information increases many times, the density of information flow and the diversity of data increase. The future primary school teacher is forced to study a greater number of psychological, pedagogical and methodical publications, to monitor and compare the results of innovative and traditional work, often using new diagnostic methods for it. In the incoming information it is important to highlight the main and secondary, reliable and dubious information. In addition, in the innovation process, as a rule, the role of teacher participation in the exchange of experience, in the development of new information and communication technologies is enhanced.

The development of the communicative component is associated with the acquisition of knowledge as, mastering ways of interacting with other participants in the educational process, establishing pedagogically expedient communication when performing various activities.

The main indicators of the development of innovative thinking in future primary school teachers are the ability to establish pedagogically expedient relationships with individual children, as well as managers, colleagues, parents, representatives of various organizations, to find contact, “common language” and the right tone with different categories of people in various circumstances, to attract students to themselves, if necessary, rebuild relations with the group and individual children, find an individual approach to them. And also to be able to analyze situations from the point of view of children, colleagues, parents and other persons involved in the educational process, to regulate intra-group attitudes of students. the ability to adapt borrowed innovative experience to the conditions of a particular school, to the characteristics of students, the ability to see the prospects for the development of innovative ideas in the specific conditions of their implementation, the ability to objectively assess their ability to introduce pedagogical innovations. the ability to improve their skills in accordance with the new requirements, the ability to integrate traditional and innovative experience in their work, to avoid “shock” updates.

Based on the above facts, it can be argued that self-realization of the individual in pedagogical activity, the development on this basis of an individual-creative pedagogical system, a constant striving for pedagogical search and self-improvement are the main directions of the future teacher’s innovative culture. For a modern teacher it is very important to never stop at what has been achieved, but to go forward purposefully, because teacher’s work is an excellent source for unlimited creativity and innovative discoveries.

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