

TRAINING THE PRIMARY SCHOOL TEACHERS TO INNOVATION ACTIVITIES IN HIGHER EDUCATION SYSTEM

Gafurova Nodira Ravshanovna
Senior teacher of Fergana State University

ABSTRACT

This article is about to prepare future primary education teachers for innovation activities and methods in high education.

Keywords: Technology, pedagogic, society, specialists, pupils, students, laws, innovation, education, training, methods, integration, teacher, time, and training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, one of the most important issues of our life is to radically change the content of education and upbringing it. Because the modernization of society, the development and prospects of life, the outcome of the reforms, the formation of social and economic policies in line with the independence of the Republic and the market economy are all closely related to the problem of training highly qualified specialists.

Successful solution of such a complex and multifaceted task of educating and educating the younger generation in the system of continuous education can only be accomplished by a qualified, highly qualified teacher. But pedagogical skill is not an innate talent or inherited trait, it is an achievement achieved through research and creative work.

In the new millennium, the organization of teacher and student (teacher) activity in accordance with the "subject" laws guarantees the desired result in education, that is, collaborative pedagogy is fully integrated into the "work": the content of education and training is provided with the latest innovative processes. At the heart of the pedagogical process is a holistic person who is able to fully realize his or her capacities, consciously apply responsibility for different life situations [1:23].

Advanced technologies and innovations are being introduced into the educational process. However, teachers are often unable to apply this innovation in their activities. The majority of teachers are not ready for innovation in education. Therefore, there is an urgent need for teachers to update their teaching activities, to focus on innovative activities, and to prepare them for innovation in the learning process [1:45].

At the same time, the amount of knowledge to be learned is so high that it cannot be fully absorbed in the textbook. The teacher is also not able to explain everything in the classroom. Therefore, there was an urgent need to introduce new teaching technologies that will guide students in learning independently, to develop their creative thinking skills, and to freely express their ideas. Advanced pedagogical technology is based on the principle of "teacher-education-learner", which allows the learner to become an active participant of the educational process, to search and to think.

The curriculum and the textbook should be the direct organizer of the process, and the teacher must manage the complex process with skill and understanding. It is necessary to search for new technologies, innovate and put into practice to ensure that all students meet the requirements set forth in the state educational standards of secondary education, to improve the effectiveness of education.

To date, the material and technical base of all educational institutions has been strengthened and provided with computer technology and laboratory equipment. The educational content has also been radically updated. In addition, experimental lessons, improved curricula, educational standards, and updated curricula have been introduced into the educational process. The moral and material incentives for teachers are improving day by day. This naturally places a heavy responsibility on primary school teachers. To do this, it is important to provide guidance and guidance from experts (including, of course, through the media), in a word, to develop positive independence of teachers and prepare them for innovative activities. This issue is relevant today. After all, as noted in the National Program for Personnel Training, all teachers must have sufficient theoretical knowledge to manage their own innovative activities.

In short, the quality and effectiveness of education can only be achieved by creating an innovative creative environment in the school. It is clear from our observations that many teachers want to organize lessons in an entirely new or innovative way, but have difficulty finding the way and where to begin.

The concept of innovative activity:

1. Innovation - update, update. In particular, the introduction of innovation in educational content is defined by the concept of integration. At the same time, the integration of some disciplines in the context of the 'integral' (Latin *integro*) education. In Greek, integration is adaptation, communication.

2. The introduction of innovation into the learning process, tool, methodology, is defined by the concept of technology. Consequently, ensuring teachers' readiness for innovative activities is a system that prepares them for the integration of integrated and technological lessons [3:34].

The system of preparing elementary school teachers for innovative activity, in our opinion, should consist of three sections.

We will consider the following areas of this system:

Direction 1: Requires inclusion of innovative teaching disciplines into the process of teaching prospective students: "Integrating primary education" (1st year), "Pedagogical technologies" (3rd year), "Modern pedagogical technologies in elementary education" (4th year) in the course). In these disciplines, students gain knowledge about the essence of innovative activities, and also attempt to organize this activity in pedagogical practice, thereby preparing themselves for independent activities.

Area 2: Creating innovative partnerships between higher and secondary special education institutions and schools. Young teachers are encouraged to organize the following activities in schools as methodological assistance:

- Establishment of "teacher-apprentice" schools based on which to improve the professional skills of teachers;
- Carrying out of training seminars, exchange of experience on use of traditional and interactive methods of technologies;
- innovative activities, integration of technology, organization of daily or weekly training on technology and so on.

Direction 3: Development of special courses and curricula in the training institutions; inclusion of special subjects into the curriculum; that is, the organization of the study of the essence and directions of innovative activities, including the integration of education and technology, and the exchange of experiences for teachers.

In higher education it is recommended to use the following measures to prepare students for innovative activities:

- Organization of students' pedagogical practice in the leading educational institutions (schools, lyceums and colleges), involvement of innovative ideas, projects and technologies in the educational system, research and creative activity;
- Involvement of innovative and innovative teachers in leading lyceums and colleges in the management of courses and qualifications;
- involvement of teachers of general secondary education in innovative educational-methodical and scientific work with leading teachers of the department;
- monitoring of joint experimental and pilot works.

It is desirable for the mass media to cover all of the above. This is an opportunity to promote and discuss these issues. In summary, we believe that the provision of training of future primary school teachers to innovative activities in the areas described above constitutes the only integrated innovation system in the continuing education system.

In summary, a primary education teacher must be a skilled professional. Proper implementation of pedagogical technologies in the teaching and learning process will result in the teacher acting as the main organizer or consultant in the process. It requires more independence, creativity and will in the teacher. The use of any pedagogical technology in the educational process depends on who is teaching the student and who the teacher is teaching. Training based on pedagogical technology will help young people to express their views on important life successes and problems, give them an opportunity to think and reason. In today's innovative processes, the solution to the problems of the education system is needed by those who have mastered and assimilated new information, are able to make the necessary decisions, are independent and free-thinking, the basic basis of pedagogical technology is to achieve the guaranteed result. depend on selected technologies. Each educational technology used in the learning process to achieve a guaranteed result can create partnerships between the teacher and the student, and if both can achieve positive results, students can independently think, creatively explore, analyze, and draw upon themselves. In our opinion, if the group and the group can evaluate them and the teacher can create opportunities and conditions for their activities, it is the basis of this learning process. di. Each lesson, subject, subject has a unique technology. Pedagogical technology in the learning process is a holistic, holistic process that is focused on a purposeful, well-designed, guaranteed result based on the needs of the student. For example, the use of game technology in teaching elementary school students in English classes can help students quickly master new topics.

REFERENCES

1. Azizkhodjaeva NN Pedagogical technologies and pedagogical skills. –T: Writers' Union of Uzbekistan, Literature Foundation Publishing House. 2006
2. Davletshin M.R. Psychology of a modern school teacher. –T .: Uzbekistan 1999
3. Tolipov UK, Usmanoboeva M., Fundamentals of Pedagogical Technologies / Textbook / - T .: Publishing house "FAN" of the Academy of Sciences of the Republic of Uzbekistan - 2006.
4. Farberman B. Advanced Pedagogical Technology - T .: Science, 2001.