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THE IMPORTANCE OF INNOVATIVE APPROACHES IN THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

This article analyzes innovative features of training future primary school teachers based on the accumulated best practices in the education system, and highlights their theoretical and methodological foundations. A classification of innovative approaches that promote the development of professional competence in future teachers has also been developed and described. The study substantiates the important conditions and mechanisms for preparing teachers capable of working effectively in an innovative educational environment. It is emphasized that the consistent implementation of these requirements and approaches into the educational process will expand opportunities for training innovative and competitive teaching staff with modern professional competencies. This will create a solid foundation for improving the quality and effectiveness of education, as well as ensuring the sustainable development of the primary education system.

Key words

innovative learning, innovative technologies, pedagogical competence, quality of education, professional development, contextual approach, didactic game, innovative activity, G.Eysenck test, future primary school teacher, efficiency.

Аннотация

В данной статье анализируются инновационные особенности подготовки будущих учителей начальной школы на основе накопленного в системе образования передового педагогического опыта, а также освещаются их теоретические и методологические основы. Также разработана и описана классификация инновационных подходов, способствующих развитию профессиональной компетентности будущих педагогов. В исследовании обосновываются важные условия и механизмы подготовки учителей, способных эффективно работать в инновационной образовательной среде.

Подчеркивается, что последовательное внедрение указанных требований и подходов в образовательный процесс расширит возможности подготовки инновационных и конкурентоспособных педагогических кадров с современными профессиональными компетенциями. В результате будет создана прочная основа для повышения качества и эффективности образования, а также для обеспечения устойчивого развития системы начального образования.

Ключевые слова

инновационное обучение, инновационные технологии, педагогическая компетентность, качество образования, профессиональное развитие, контекстуальный подход, дидактическая игра, инновационная деятельность, тест Г.Айзенка, будущий учитель начальной школы, эффективность.

The application of the principle of historical-logical integration in the process of acquiring knowledge has proven that education is constantly innovative.

The word “innovation” is of Latin origin and refers to newly introduced concepts, procedures, technologies and innovations [5; p. 48]. Innovations in the education system, their practical implementation, and the analysis of innovative activity have provided an opportunity to define the concept of this activity. Thus, innovation is a driving force that contributes to the development and improvement of the teaching staff.

In order for future primary school teachers to develop their innovative skills in the teaching process, it is advisable to pay attention to the following aspects: 1) providing innovative knowledge; 2) studying and teaching innovative thinking; 3) equipping them with innovative methods. [2; p. 127]

This activity is aimed at continuous innovation and improvement. However, not every innovation and not every new idea in the education system can be considered an innovation. Therefore, in order for lessons to be interesting and effective, the teacher must seek out new methods of pedagogical innovation, select the most effective ones through in-depth analysis and apply them in practice. To achieve this, it is first necessary to create a reliable database of innovation information. They must not only create and collect it, but also be able to describe, explain, and practice it. All of this is demonstrated through real-world activities [3]. Thus, transforming an accepted model into practical application in the innovation process is a complex process. Preparation for innovation is a continuous process based on innovations that are refined over a very long period of time and is carried out based on the ideas of creative, experienced educators [2].

A future teacher, that is, a student, must understand the necessity of this activity and believe that efforts to implement innovations will bear fruit. Among these teaching methods, didactic games and educational game-based approaches, which we will discuss later in the article, are also particularly important.

Scientific analyzes lead to a number of important scientific conclusions that characterize the problem we are studying. The scientific works we examine cover the most widely studied problems of innovation in the modern era. For example, studying the work of a particular writer is an important area of scientific research. Researchers associate their work with creativity (adaptation). Because a creative person adapts to new conditions and creates. In our country and abroad, it is emphasized that the development of education is linked to humanistic ideas. At the core of humanism is the understanding of humanity as the highest gift of existence and the recognition of humanity as the primary driving force in the development of society. The modern model of organizing the educational process takes into account the ability of each person to express their opinion, their ability to communicate, their reaction to reality, as well as the success or failure that follows from this.

An analysis of psychological and pedagogical research has identified several types of work that are innovative in nature. These include studies related to the system, structure, and content of innovation, the process of pedagogical innovation, the student-centered orientation of the education system, and methods for assessing the quality of education based on state standards. This model, to a certain extent, serves as a link between the concepts of innovation and actual objective activity. The image of a modern teacher should undoubtedly include such important traits as a commitment to continuous self-education, a willingness to implement innovations, and a creative approach to practical work. The model presented above clarifies the direction of analysis of innovative transformations in the education system, its principles and foundations.

One of the priority principles of innovative approaches in educational activities is the contextual approach. Although the contextual approach is a source of innovation, it can be used to create innovative technologies, as well as to define their principles and goals. If we give a broader description of methodological principles, we see that they extend beyond their description. For example, the systemic, qualimetric, integrative, axiological, acmeological, competency-based, interactive, and innovative approaches expand the concept of methodological methods. Methodological principles do not contradict educational principles; on the contrary, many of them are used to enhance student engagement. However, in

our view, they cannot serve to expand the arsenal of didactic principles and meet the requirements of teachers of certain subjects, such as drawing. [4]

The content of teacher training programs is fully characterized by an innovative approach. These are the same knowledge sets defined in the State Standards. Higher education includes components such as social and specialized knowledge. While specific knowledge is imparted to students through traditional teaching methods, social knowledge is developed between students and teachers in an ethnocultural and, subsequently, ethnopedagogical environment. We won't go into detail about traditional methods, as there's plenty of information about them. It's worth noting that many new textbooks and teaching aids are currently being developed, including for elective subjects, based on state standards, curricula, and subject programs. Every teacher must be provided with textbooks and teaching aids for their subject and possess sufficient knowledge. This information is contained in textbooks and teaching aids created for higher education institutions. The creation of new textbooks and teaching aids is a complex socio-technological process.

Based on the above information, it can be concluded that these aspects are of great importance for the combination of academic and professional activities of students, for combining studies and scientific activities, as well as for the formation of their professional identity.

A contextual approach allows us to consider students' subjective views as a personal worldview, an autonomous center. The presented research materials allowed us to assess the students' level of readiness for innovative professional activity.

Descriptive questions of G.Eysenck's tests [1], assignments given to students on innovative activities, questions on technological readiness, assessment using the corrective method and answers to test questions of postgraduate students indicate their readiness for innovative activities. Based on the graduate students' responses to some of the survey questions, they rated our experimental work positively. All students demonstrated a positive attitude toward innovation and a strong professional interest.

Summarizing the analysis of experimental results, it is necessary to create an educational process that will enable students to master innovative technologies. Thus, we have identified the necessary measures that characterize contextual education in the process of innovative training:

1. Strengthen the teaching of innovation skills in a practical manner.

2. Select materials that are relevant to the stated goal and focus students on topics that will have practical application in their future professional activities.

3. Strengthen teachers' knowledge related to their professional activities.

4. Achieve integration of the subject and social content of their professional activities into the educational process.

5. Ensuring the personal development of both teachers and students, integrating the practical and spiritual components of the educational process.

6. Avoid a rigid style, be open to the opinions of others, and demonstrate a critical and conscientious approach when assigning grades.

7. A creative approach to organizing events for teachers and students.

8. Using the results of creative work from an aesthetic perspective.

9. Using information about students' personal characteristics in the educational process.

10. Activating the reflective state of both teacher and student.

11. Develop a polyphony of professional and creative topics.

12. Systematize traditional and innovative forms of education.

13. Strengthening the axiological and spiritual aspects of education, contributing to the development of students' ethnocultural life.

14. Enriching educational content with regional materials and technologies.

The above recommendations can also be called guidelines, principles and characteristics. Perhaps in the future they will also reflect laws, but for now we call them "guiding principles characterizing contextual education used in the process of preparing teachers for professional practice". They can also be classified. [4]

The possibilities for classifying games are limitless. This classification is based on a comparative principle that allows us to identify the most important features and characteristics. Our proposed classification is based on the differentiation and organization of characteristics within graphics disciplines. Graphic arts education is a discipline that teaches students to think and express themselves through graphics (drawings, lines, shapes, diagrams). In all these disciplines, we used artistic games at the beginning of the lesson during an experiment. These games facilitate students' assimilation of the subject material and create a foundation for their accurate application. Creative games aimed at broadening understanding of life were also used in the educational process. According to the results of the experiment, wherever we used game technologies, students' learning performance was two to three times higher. Furthermore, during the lesson, the students were in a good mood, creatively approached the tasks, and strived to complete them. Analysis of the games revealed emotional, problem-based, symbolic, intellectual, collective, and personally-oriented types.

Game elements are never constant. They change, shifting from one type to another during learning, teaching, and professional activities. This transition

(transformation) is also linked to the complexity of teaching. The main characteristic force of play can be considered the physical, mental, and social aspects of personality. With the help of students, the following types of games were introduced into the educational process: - visual games with objects; - games aimed at expanding the understanding of existence; - games that develop conceptual apparatus; - artistic games; - creative games.

In our experience, games helped build relationships between teacher and student. The games energized students and allowed each of them to fully immerse themselves in the learning process. Joy, good humor, creativity, and the development of new perspectives – all of these were the results of the game. The students' mental state didn't have a negative impact; on the contrary, it enhanced the effectiveness of the learning process.

We discussed with the students the games that were included in the educational process. We also used creative games with multiple steps. The innovative nature of the technology of the recommended games lies in the creation of such factors as their artistic image, the integration of visual activity, the emotional content of the educational process, the creation of the foundations of creative collaboration, humanism, and relationships. Gaming technologies contribute to the implementation of the cultural principle, as they create opportunities for students to study and assimilate global and national values.

Overall, the technologies we use act as powerful psychostimulants in students' academic and professional activities. During their training and teaching internships, students demonstrated examples of professional skills, proactivity, positive motivation, and ability to work with children, particularly when using game-based technologies. This is confirmed by their learning outcomes in these topics. They also received good test scores. We used G.Eysenck's intelligence tests [1]. The results were more successful than the previous year. Over 70% of students answered correctly, demonstrating the experiment's success.

In the field of innovation, only stable and profitable options remain constant; from this perspective, innovation expenditures are fully justified. At the beginning of the 21st century, innovative ideas in education are based on the fact that industrial society is giving way to an information-driven, digital society.

Uzbekistan's integration into the global educational and information environment has created the basis for the development of such innovative factors as the education system, humanization, technologization, and socialization. These factors require teachers and students to develop skills to adapt to changing economic, social, and pedagogical conditions. Research shows that it is crucial to prepare teachers capable of working in innovative schools.

In conclusion, it can be said that if we adhere to the following principles in the training of future primary school teachers, then, based on the above, it can be noted that students will develop the following skills and abilities:

1. Students develop a passion for innovation, as well as skills and competencies in creating, searching, and building databases.

2. The ability to continuously improve their skills is developed.

3. Willingness to work in an innovative environment, using advanced technologies and interactive methods.

This makes students the driving force behind the learning process, increasing their motivation, engagement, and responsibility. All of this, in turn, guarantees the quality and effectiveness of education.

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