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БОШЛАНҒИЧ СИНФ ЎҚИТУВЧИСИНИНГ ИННОВАЦИОН ФАОЛИЯТГА КАСБИЙ ТАЙЁРГАРЛИГИНИНГ АСОСИЙ КЎРСАТКИЧЛАРИ

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Аннотация. Педагогларнинг инновацион фаолиятга тайёргарлиги бугунги кун талаблари асосида касбий фаолиятни олиб боришнинг асоси ҳисобланади. Мақолада бошланғич синф ўқитувчисининг инновацион фаолиятга касбий тайёргарлигининг асосий кўрсаткичлари баён қилинган.

Калит сўзлар: педагог, инновацион фаолият, бошланғич синф ўқитувчиси, касбий тайёргарлик, ташаббускорлик, когнитив билим.

ОСНОВНЫЕ ПОКАЗАТЕЛИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ К ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация. Готовность педагогов к инновационной деятельности является основой ведения профессиональной деятельности в соответствии с современными требованиями. В статье описаны основные показатели профессиональной подготовки учителя начальных классов к инновационной деятельности.

Ключевые слова: педагог, инновационная деятельность, учитель начальных классов, профессиональная подготовка, инициативность, когнитивное знание.

THE MAIN INDICATORS OF PROFESSIONAL TRAINING OF PRIMARY SCHOOL TEACHERS TO INNOVATIVE ACTIVITY

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Annotation. Preparation of teachers for innovative activities is the basis of professional folklore on the basis of the requirements of today. The article describes the main indicators of professional training of primary school teachers for innovation.

Key words: teacher, innovative activity, primary school teacher, professional training, initiative, cognitive.

Determining a teacher's willingness to innovate depends on the nature of the individual component, such as "willingness to work." Changes in the subject are the result of its functioning. It is human activity that depends on its mental, psychological processes and features that regulate human activity and serve as a prerequisite for its effective and proper functioning.

Preparation for innovative pedagogical activity will have common features of a person's readiness for pedagogical activity. It has certain characteristics that serve as the basis for its training. It is well known that the phenomenon of readiness for innovation is seen as a manifestation of a creative way of working. Most academic teachers add content that is almost identical to the concept of readiness for pedagogical activity.

V.A. Analyzing the professional training of Slastenin for pedagogical activity, he distinguishes:

1) psychological preparation, i.e. E. (Oriented) on pedagogical activity, preparation for school work;

2) the availability of the necessary amount of socio-political, psychological, pedagogical and social knowledge necessary for scientific and theoretical training, which is a competent pedagogical activity;

3) practical training, that is, the presence of the necessary professional skills and qualifications;

- 4) psychophysiological training, that is, the availability of funds for teaching and occupation of a certain specialty, the formation of personal qualities of professional importance;
- 5) physical culture, that is, the state of health and physical development, taking into account the requirements of pedagogical activity and professional abilities [4].

The teacher's willingness to innovate is an independent, purposeful, phased implementation of personalized pedagogical activity to achieve the image of the project in various ways with regard to sustainability and the need to change the status of teaching based on the field, motivated by needs.

Based on this definition of the future teacher's readiness for innovation based on an active approach, we can distinguish the following structural components:

- the ambiguity of the results of the experiment, that is, the focused activity of the student, is based on the sustainability of innovation as a component of the existing and built pedagogical situation of the future teacher;

- the variability of this training due to the need to implement this opportunity in the subject, which may vary depending on the experience and activities of the future teacher;

- the repetition and sustainability of the preparedness of the future teacher for action at the beginning of his / her own preparation, as an integral condition for the self-development of the teacher, especially the future teacher;

- The effectiveness of preparation for the implementation of this type of activity: preparation for a change in the pedagogical situation and a change not only for oneself, but also for others, that is, creating conditions for the development of the child.

- A well-known, realistic opportunity for personal ability to interact with this innovation.

The result of these indicators is the significant nature of this activity, which differs from any other type of pedagogical activity, since this transition occurs without fail (based on the appropriate choice of the possibility of transition to real work with uncertain probabilistic actions). how - "to take responsibility for the unpredictable outcome of the action itself" [3].

The formation of teacher readiness for innovation involves:

- A conscious analysis of professional activity based on motives and decisions;

- problems and conflicts of pedagogical reality - the ability to see inadvertent collisions and inconsistencies;

- critical attitude to pedagogical norms;

- reflection and construction of a content system (content creation);

- openness to the environment and professional innovations;

- a creative, creative transforming attitude towards the world that goes beyond normative tasks;

- the desire for self-realization, the implementation of their own intentions and lifestyle in professional activities;

- subjectivization of content elements to personal and semantic content, that is, reinforcement with personal meaning [6].

The main factor in the teacher's readiness for innovation is the nature of innovation and the conditions for its implementation.

Some authors associate the features of innovative activity with pedagogical activity with the characteristics of the "innovative opportunity" of the teacher, which is defined as the community of sociocultural and creative characteristics of the teacher, expressed in preparation for the improvement of pedagogical activity and in the presence of internal training tools.

Jekhan Clarin emphasizes the importance of such qualities as flexibility, a genuine interest in the child, a wide outlook, tolerance, constructiveness and kindness in innovative pedagogical activity [1].

The versatility of the teacher's work is assessed by the content of pedagogical interest. At the same time, volume is a distribution of central interests as a set of areas of interest with different intensities.

The central interest has a dual orientation, suggesting a harmonious combination of interest in pedagogical activity - an equally active interest in pedagogical and pedagogical activity.

As you know, voluntary professional interest is characterized by the satisfaction of the knowledge needs of a particular profession. Interest in pedagogical activity is a cognitive interest at the same time.

In addition, the teacher's approach to solving specific pedagogical issues leads to an understanding of the lack of scientific knowledge and the need to expand it, and the introduction of theories into personal practice strengthens the creative and conscious relationship of the teacher-mentor in personal experience. Those who are objective and subjective in professional and pedagogical interests coexist dialectically. The object of interest is the state of the individual with his or her social relations and needs, and the subjective aspect is the ideal motivating forces: motives, aspirations and motives of activity that determine a positive or emotional attitude to the object or activity.

The theoretical and methodological foundations of the study of the process of formation of the preparation of future teachers for innovative activities are associated with the study of the structure of creative activities of an innovative nature [6].

An important indicator of the readiness of an elementary school teacher to innovate is the need for a future teacher to innovate even in conditions of uncertainty and the likelihood of the results of his or her activities. The solution to this problem is to identify the differential boundaries of student readiness for innovation and the simultaneous solution of the integrative characteristics of the process.

Preparing an elementary school teacher for innovation requires that the future teacher obtain the appropriate knowledge, skills and qualifications at the university, and that the "final product" of his or her pedagogical activity also has knowledge, skills, abilities and skills. In the psychological and pedagogical literature, skills are often described differently as psychological processes. Many authors call automation and control of human behavior a qualification or describe it as a reliable way to perform actions, that is, based on conscious behavior based on skills. Some researchers see ways to implement behavioral skills, which are formed as a result of skills exercises and are automated components of conscious activity.

The student's pedagogical behavior acts as a question of knowledge, based on previously existing knowledge that theoretically connects the means, subject and expected product of their actions. This cognitive problem is psychologically solved and then transformed into a practice-modified aspect. Known discrepancies between the means and objects of teacher education affect the results of teacher behavior. Thus, the action moves from the practical act to the problem of knowledge, where the terms become more complete [5].

Skills, in turn, are the conscious use of existing knowledge and skills to perform complex actions in various contexts, that is, to solve the corresponding problems or to perform each complex action. The differences between skills and qualifications are often related to their origin. If skills are considered as the result of training, then the appearance of skills does not have to be associated with exercises, as they can be formed on the basis of existing knowledge and skills.

"They say that skills use their knowledge and skills to select and implement appropriate methods of action" [2].

Changes in the demand for skills are a response to the growth of scientific information, a quick replacement of old knowledge with new ones. Of course, it is very important that a person acquires "not only a technique, but more of a technique for performing an action". This approach plays a large role in teacher training. Because the teacher must constantly update his knowledge and acquire new skills [5].

However, it is important to note that the concepts of "skills and competencies" complement each other, pointing to two aspects of the same process. Certain skills are formed as a result of training and exercises. Therefore, when it comes to skills as the ability to perform certain activities, it is understood that there are more relevant skills. Skills acquired in behavioral skills become the qualities and abilities of a person and his or her behavior in new conditions.

Skills are directly related to the processes of active thinking, creative activity and personality skills in this type of activity. The development of professional skills is a necessary component of a person's ability to master specific activities and important conditions for the formation of skills [2, 12 - 13b].

Based on the study and analysis of psychological and pedagogical literature, we can distinguish the main indicators of elementary school teacher readiness for innovative activity:

1. Graduate of a pedagogical university - socio-psychological characteristics of the personality of the teacher. Such characteristics of an elementary school teacher are determined by his / her moral, political, cultural and psychological background. On the basis of this community - the civic attitude of the teacher to social life, culture, profession and himself.

2. Professional and pedagogical knowledge, abilities and skills that ensure the successful implementation of training and education of younger students.

Professional and pedagogical knowledge, skills and qualifications of primary school teachers in accordance with the main sections of the educational process make up the content of his special preparation for educational work and educational work in the pedagogical community.

A. Special preparation for educational work:

1) knowledge of teaching methods in elementary school; to know the development possibilities of each subject; ability to apply this knowledge in practice;

2) correlate the characteristics and complexity of educational material with the characteristics of children, the ability of individual students to study the content of the material, the nature and causes of constant errors;

3) the ability to use each discipline, relying on psychological and general pedagogical, especially on didactic knowledge, for the implementation of educational tasks and didactic principles in the specifics of each discipline, in an explicit and methodical presentation of the main teaching methods and forms;

4) the establishment and deepening of interdisciplinary contacts and relations with this subject with everyday life, practical activities, educational work;

5) knowledge of the nature of extracurricular activities in each subject and the ability to conduct its main forms.

B. Special preparation for educational work:

1) knowledge of the purpose, content and methodology of training in small groups in the community; ability to apply this knowledge in practice;

2) know the exact method of teaching students in public life; the ability to put this knowledge into practice: about each other. Organization of various forms of everyday creative care for the class and the surrounding life; strengthening education in various forms of educational activity in life and practical activity (with knowledge of circles, excursions, etc.);

3) knowledge of planning educational work in primary school and the ability to apply this knowledge in practice;

4) knowledge of effective ways and means of working with parents of students and other relatives, members of the community; put this knowledge into practice.

V. Special preparations for the teaching staff:

1) know the features of the school teaching staff;

2) the ability and willingness to publicly communicate their experiences to teammates (lectures, speeches), exchange experiences (discussions), perform team and school management tasks, and jointly solve problems that arise or arise in the pedagogical community (collective organizational work of teachers). participation skills and preparedness;

3) exchange of everyday friendly, business and free communication skills, impressions, observations, ideas, suggestions, experiences; observance of pedagogical ethics in communication with partners and leaders of the pedagogical community;

4) knowledge of various forms of independent activity of teachers in the social life of the educational community (cultural and sports events, parties, parties, etc.) and the ability to participate in them.

The teacher has a crucial role to play in achieving the school's objectives. In order to fulfill this role, the teacher has to be an individual: to master the heights of culture, to be active in social life, to develop self-discipline and independent teaching methods, to live creatively in the arts and in his or her profession. According to KDUshinsky, "In education everything should be based on the personality of the educator ... Only the individual can influence the development and identification of the other person, but only the character." [7168, 63-64 b]. The success of a teacher can be determined by the maturity of his worldview, his moral qualities. Citizenship, social responsibility, honesty, honesty, honesty, hard work, kindness, kindness in children, honesty in words and actions are the hallmarks of a teacher. Enthusiasm, self-interest, and interest in others make the teacher a happy person.

A teacher is defined as a researcher who is not satisfied with the standards. There is no single method of education and training that is mandatory for all situations: every teacher can be an innovator and find his or her own approach that meets his or her personality. Acquisition of professional skills can only be achieved on the basis of profound, comprehensive acquisition of knowledge about the child, the child - psychology, philosophy, pedagogy, sociology, teaching methods of various disciplines. High pedagogical culture allows the teacher to make competent choice of effective forms, methods and means of education and training, which is based on the optimization of the educational process.

Thus, the innovative activity of the elementary school teacher is unique, on the one hand it is mandatory to take them into practice, and on the other - their understanding of the innovations and technologies of the teacher; to search for his / her own individual method of work and to determine the exact area of creative pedagogical activity.

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