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FORMING TEACHERS' APPROACH TO INNOVATIVE ACTIVITIES IN PRIMARY EDUCATION

Rakhmonkulova Nafisa
Teacher of Kokan State Pedagogical Institute
Phone: +998911557500
mail:rakhmankulovanafis@gmail.uz

Abstract
This article analyzes the issues of forming teachers' approaches to innovative activities in primary education. Proposals are put forward for the effective use of innovative educational technologies, increasing the professional competence of teachers, and introducing modern pedagogical methods. The importance of developing teachers' creative approach and innovative thinking skills is also highlighted, and practical recommendations are given.

Keywords: primary education, innovative activities, pedagogical technologies, professional competence, creative approach, innovative thinking, teacher skills.

Аннотация
В статье анализируются вопросы формирования подходов учителей к инновационной деятельности в начальном образовании. Выдвигаются предложения по эффективному использованию инновационных образовательных технологий, повышению профессиональной компетентности педагогов, внедрению современных педагогических методов. Также подчеркивается важность развития творческого подхода и навыков инновационного мышления у учителей, даются практические рекомендации.

Ключевые слова: начальное образование, инновационная деятельность, педагогические технологии, профессиональная компетентность, творческий подход, инновационное мышление, мастерство учителя.

Development is an integral part of any human activity. Accumulating experience, improving methods, improving methods of action, expanding their mental capabilities, there is a constantly developing person.

The same process applies to any human activity, including pedagogical. At different stages of its development, society has increasingly reached new standards, requirements for labor. This required the development of the education system.

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Connecting intensive and large-scale ways of pedagogical systems are called "complex innovations", built with various, multi-stage pedagogical subsystems and their components. Integrated innovations, as a rule, are thorough "external" measures, but conscious changes in the knowledge of the system and the needs of speech. Supporting "narrow" areas with new technologies, it is possible to increase the overall efficiency of the pedagogical system.

Digital educational resources- a combination of software, information, technical and organizational support, machine-readable media and / or electronic publications placed on the network.

Person-oriented technologies involve taking into account the individual characteristics of each student, i.e. In the study of each student, his specific knowledge, skills and abilities, which determine not only the level of their learning, but also the motivation of students to their own learning activities, changing the educational impact on students. In order to ensure that each student has the opportunity to develop their abilities, multi-stage learning is necessary.

Experience shows that a collective form of learning implies such learning, in which all participants work in pairs with each other, and the pair changes from time to time. As a result, each member of the team works in turn on each other, and some can work separately. Collective mutual learning technologies allow for the effective development of independence and communication skills.

Under the pedagogical task, one should understand a purposeful, meaningful pedagogical situation associated with the need to know and change reality. This is the result of awareness of the educational goal and the conditions for achieving it in the pedagogical situation, as well as the need to perform professional actions and their execution. Any pedagogical situation is problematic. It is presented as a task assigned to and performed by the teacher, which in the future, as a result of his activities, is transformed into a system of specific tasks of the pedagogical process.

The first concept of innovative technologies implies the replenishment of educational institutions with modern technical means and a network of computer systems. However, practice shows that the simple presence of ICT does not improve the effective development of the educational process. Here, too, the human factor prevails. We need people who know how to manage systems. The basis of innovative technologies in education should be the human factor as a source of economic growth. In a multicultural society, the development of the adaptive qualities of the individual becomes a strategic task of education. Economic circles are no longer a decisive factor. Another sensitive factor is the rapid innovation and

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modernization of society by a person. The changed context of modern education is that it operates in conditions of integration with multiculturalism. Based on this, innovative trends in modern education are aimed at the spread of culture, therefore, the socio-cultural direction of innovative development is of great importance.

Education, in connection with the activity of modern society and its rapid changes, should be open to creativity and scientific production, a whole new, creative and scientific production. It provides a readiness to learn throughout life, the ability to adapt to unexpected situations.

Innovative behavior does not mean adaptation, it means self-development, self-development. The teacher must understand that innovative education is a way of educating a harmonious personality. For him, "ready-made patterns" are not suitable, it is very important to constantly increase your intellectual level. A teacher who has got rid of "complexes", psychological barriers is ready to become a full-fledged participant in innovative changes.

Such innovations in the era of vocational education have become necessary and in demand in the era of scientific progress. The computer has become a common phenomenon in preschool educational institutions, schools, colleges. A variety of interesting programs will help to arouse interest in mathematics in young people and develop logic and memory, immersed in the world of "Magic and Changes". Animated pictures that will interest the baby on the monitor, increase concentration. Modern computer programs allow teachers to simulate various life situations, study them to find ways to solve them. Taking into account the individual abilities of the child, you can adapt the program to a specific child, his personal growth is observed. Among the problems associated with the use of ICT technologies, the leading position is occupied by excessive use of computers in educational activities.

Pedagogical innovations introduced into educational institutions in modern Russia help to implement the social order: to instill in schoolchildren a sense of patriotism, civic responsibility, love for their native land, respect for folk traditions. Information and communication technologies have become familiar to kindergartens, schools, academies, universities. Among the latest innovations that have affected educational institutions: state exams online, sending examination papers by pre-scanning. Of course, education in Russian faces many unresolved problems, which are facilitated by innovations.

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