

# Pedagogical Principles of Development of Innovative Competence of Primary Class Teachers

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**Abstract:** The article examines the mechanisms of developing the innovative competence of future primary school teachers. Its modern trends are analyzed. Proposals and conclusions on the development of creative thinking ability of teachers are given.

**Key words:** competence, acting and speaking, creative, non-standard thinking, behavior.

## Introduction

In the context of changes in the approach to educational values that are taking place in the world, the increase in requirements for the professional qualities of teachers makes it more urgent to pay attention to the continuous improvement of their professional skills and the development of their innovative skills. This, in turn, encourages the teacher to be open to news, creative thinking and activity, team work, systematic analysis, separation of the most important in a saturated information environment, problem identification, understanding, finding a solution, shaping students' thinking and realizing initiative. creates the need to have innovative competence that represents output potential. To ensure the commonality of theoretical and practical training of the teacher at the international level, to develop the ability to effectively conduct professional activities based on the innovations that occur in the practice of education and training, to individualize, differentiate, harmonize, activate, support the teaching process - support, scientific researches aimed at stimulating innovative activity in the educational environment are being carried out. The introduction of innovative processes in the field requires systematic updating of educational content, reflexive analysis of achieved results, development of new teaching technologies and methods, scientific research of teacher's innovative activity and competence. Improving the quality of education in our country, introducing effective technologies for training, retraining, and professional development of teachers, evaluating the knowledge and skills of pedagogues, encouraging them, paying special attention to the effectiveness of teaching, especially in primary grades was directed. In addition to the implemented work, there is a need to develop the educational environment by developing professional and innovative competence of teachers. In the period of new development of the Republic of Uzbekistan, as one of the main directions of further development of the fields of education and science, "... those who come up with new initiatives and ideas for the development of the country and are able to implement them, "Training of new generation personnel with high intellectual and spiritual potential" is an important task in the educational system, openness to news, stimulation of innovative activity, creation of scientific and methodical platforms, creation of favorable conditions for improvement of teachers' professional competencies on the basis of continuity and individualization. is enough.

## Literature Analysis

Research on continuous professional development of teachers of general education schools, improvement of professional competence, introduction of innovative approaches and technologies to the process in our country R.Djuraev, A.Ibragimov, Kh.Ibraimov, N.Muslimov, R.Safarova, O'.Tolipov, It was carried out by scientists such as G. Fayzullayeva, N. Shodiyev, B. Khodjayev, Sh. Urokov. Preparation of teachers for innovative activities, continuity, professional competence, training of teachers on the basis of person-oriented education, improvement of professional skills, problems of initiative development of CIS A. Adolf, A. Verbisky, N. Ilina, A. Markova, V. .Nikitin, A. Novikov, I. Remorenko, S. Fomenko, A. Khutorsky, N. Yusufbekova and others were studied

pedagogically and psychologically. Competence, innovation, interaction in the works of M.Barber, S-T.Holm, M.Herskovits, D.Kash, M.Knowles, R.Merton, M.Mourshed, S.Rogers, R.W.Rycroft and others from foreign scientists scientific and practical characteristics of effective management, support in pedagogical activities, conditions, activation, motivation are determined. Despite the existence of many theoretical resources on continuous professional development of teachers, improvement of professional and innovative competence, problems related to the development of innovative competence of elementary school teachers, implementation of conscious activities, setting strategic directions, formation of innovative environment in educational institutions the fact that it is preserved shows the need to conduct scientific research in this field.

## Discussion

The development of innovative competence among teachers is analyzed as a pedagogical problem, at the same time, its pedagogical and psychological features are explained, and it is emphasized that conceptual approaches are a factor in the development of innovative competence of teachers. Efforts to interpret the term "innovation" have gradually developed, and different interpretations can be observed. In particular, there are views such as the introduction of some elements of one culture into another or the formation of a new one as a result of their union. Another noteworthy concept is the term "innovative education", which means the formation of a person who can successfully adapt to a changing society, which is based on the development and implementation of new technologies, allows to achieve high efficiency. Also, innovative education is a systematic educational activity aimed not only at the formation of an individual, but also at the development of the entire society. Innovative processes in such education are also based on principles subject to certain laws.

The development of the teacher's innovative ability involves the introduction of educational content and technologies, in particular, systematic innovations and pedagogical innovations in relation to the management of this process. From this point of view, pedagogical innovations are subject to certain laws. In the course of our research, taking into account the specific characteristics of the innovative activity observed in the field of education, we developed the structure of the elements of the innovative competence of primary school teachers. When creating an individual program for the development of innovative competence of primary school teachers, we considered that it is important to first of all dwell on the essence of the concepts of program and program structures. The program being developed is always related to the person who implements it, and appears in the category of the closest action plan or a brief statement of the educational content aimed at a specific goal. It should also be noted that the introduction of innovations in educational practice is closely dependent on the teacher's ability to change himself, mobility, the ability to incorporate innovations into his work, and the presence of clearly defined strategic plans. Ensuring quality changes in the field increases the level of guarantee of openness to innovations not only in the teacher, but also in the vertical of the system and its management.

In the concept of innovative environment, micro and macro levels of innovative processes in education, practical, subjective and organizational management aspects of innovative activities in schools, scientific and methodological dependence of the level of innovation implementation on teachers' activities, and specific features of innovative processes should be taken into account. Its theoretical foundations are represented by a set of laws, factors and principles that form the basis of the field, a set of generalized rules that reflect the purpose, content, technology and organizational aspects of preparing a teacher for innovative activities. The innovative environment is subject to the following laws determined by the hypothetical-deductive method: - the goals and tasks of changing the educational environment, the socio-cultural situation in the society, development traditions, innovative conditions, the need to form the innovative competence of the teacher;

- the relationship between the macro and micro levels of the educational sphere, the unity of the methodological basis and principles;

- the functioning of the innovative environment, its dependence on external influences, relations and connections between the constituent parts that objectively make it up;

- the formation of the innovative competence of the teacher in the innovative environment is carried out in coordinated actions aimed at identifying, supporting and accompanying the innovations in the educational system.

The theoretical preparation of teachers for the development of innovative competence represents the knowledge of the basics of pedagogical innovations and the skills that are manifested in non-standard ways of thinking. Its main founders are constructive and gnostic movements. Both types of activity require the teacher to develop analytical, prognostic, projection, and reflection skills.

## Results

The content, results and analysis of experimental work on testing the model of innovative competence development in primary school teachers are covered. The main stage of the experimental work is the problem situation at the beginning of the work (deterministic experiment), the concept of innovation, preparation for innovative activities, a questionnaire aimed at determining the innovative competence of elementary school teachers, and innovative components in the practice of educational organizations, model, management and pedagogy. reflected the study developed in accordance with the hypothesis of conditions. After our scientific and practical hypotheses were put into practice, that is, on the basis of the analysis and generalizations of the results obtained at the final stage, the readiness of teachers for innovative activities and the level of development of the existing competence were determined in the experimental groups. In this regard, teachers need to implement new ideas, be open to news, clearly imagine themselves in the pedagogical system, use their internal capabilities, aim + task + management + content + mastery + methodical forms + means + results. observation of the change of attitude towards innovative activity and the positive impact on the development of reflexive skills in the implementation of the algorithm of understanding and actions was determined as the main factor. During the research, 406 listeners took part in the experimental work. The form and methods of conducting experiments were carried out in continuous professional development courses through research and analysis of innovative activity in two directions. In our research work, we considered that it is necessary to reveal the research hypothesis in order to show the effectiveness of the strategy of developing the innovative competence of the primary school teacher in the process of continuous professional development, and to determine the directions of experimental work. Accordingly, we worked in two main directions during the pilot-testing process:

1. Development of innovative competence in the teacher, conscious involvement in innovative activities, openness to the innovations entering the practice, formation of a positive attitude.
2. Confirmation of management and pedagogical conditions, readiness of elementary school teachers for innovative activities, increase the level of use of innovative methods, unusual situations and methods in their training.

Taking into account the specific features of today's training system in the organization of pedagogical experimental work, due to the fact that it is not possible to observe in parallel groups at the same time, a case control group at the identifying and emphasizing stage was developed. and the period of practical-methodical activity based on recommendations was studied as an experimental group. Based on the purpose of our research, the following criteria were defined for the quality analysis of the experimental test content:

1. The teacher's state of receiving news, psychological readiness for innovation.
2. Changes in the teacher's behavior and attitude towards the organization of activities, teaching and self-development.
3. The level of the teacher's ability to create methodical innovations, to realize the qualities of creativity.
4. Ability to organize self-development and continuous professional development.

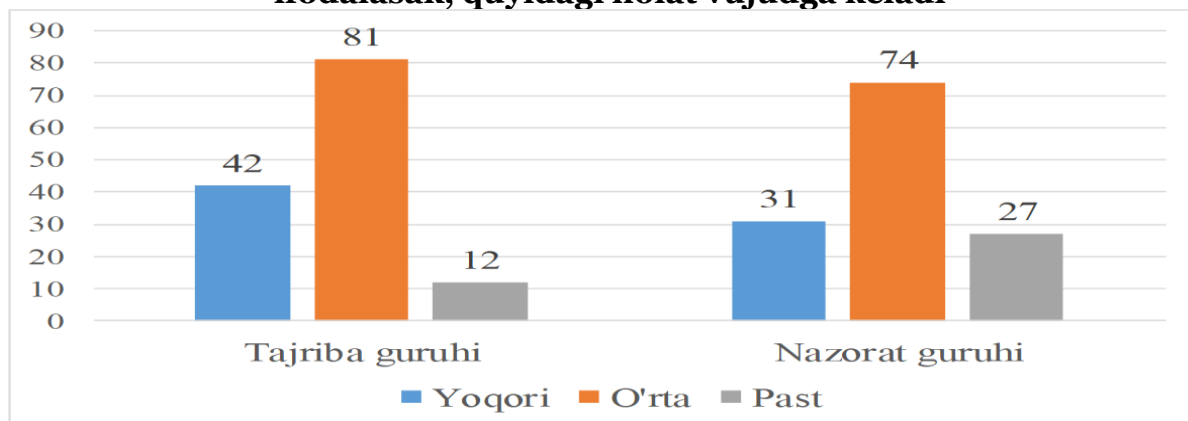
As a result of providing continuous training of pedagogues on the basis of an innovative-competency approach to primary school teachers, the dynamics of development of students' openness to innovative activities, mobility and reflexive skills were observed. During the experiment, 396 listeners participated in the control groups and 406 listeners in the experimental

groups. The achieved dynamics were studied based on the indicators of the development of the established criteria among the listeners

### General average indicators of the experimental and control groups at the end of the experimental work

Guruhlar	Tinglovchilar soni	Darajalar		
		Yuqori	O'рта	Past
Tajriba guruhi	135	42	81	12
Nazorat guruhi	132	31	74	27

### Jadvalda keltirilgan o'rtacha qiymatlarni ustunchalar ko'rinishidagi grafikda ifodalasak, quyidagi holat vujudga keladi



Therefore, the above-mentioned statistical analyzes provide a basis for the recognition that the hypothesis that the development of the innovative competence of primary school teachers, the acceleration of the process of innovative activity increases the efficiency and effectiveness of the educational system has been confirmed according to the results of the experiment.

### Conclusion

The conclusions presented above indicate the need to pay attention to the following recommendations for improving the pedagogical foundations of the development of innovative competence of primary school teachers: sufficient conditions (general Stimulating the innovative environment in lim schools, improving the mechanism of continuous professional development, focusing on the creation of innovative activities based on orders, needs, motives, etc.; providing scientific and methodological platforms aimed at supporting teachers increase, create an individual educational trajectory, encourage independent education, create an environment for mutual exchange of experience, create an environment for rapid assimilation of advanced approaches; problems of introducing innovations in the work of elementary school teachers to establish scientific-methodical measures to develop the ability to identify, understand and solve them independently without interruption from their workplace; improvement of the mechanisms of strategic planning, development of strategic ideas and implementation of innovative competence development among primary school teachers.

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