



THE FORMATION OF INNOVATIVE CULTURE OF FUTURE TEACHERS OF PRIMARY SCHOOL IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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Article history:	Abstract:
Received: January 22 th 2021 Accepted: February 2 th 2021 Published: February 20 th 2021	The process of forming a teacher's innovative culture is a dynamic, long-term process of gradual transition from ignorance to knowledge, from improving some skills to the emergence of others, from some personal and mental properties and qualities to other new formations. This is the process of transformation of the innovative behavior of a future specialist into the professional sphere and the integration of innovative and professional activities.
Keywords: Modernization of pedagogical education, primary education, innovation, innovative culture, a future teacher of primary education, professional training	

1. INTRODUCTION

The scale and pace of progress of modern civilization require radical changes in the field of education, which is the leading component of the cultural and social development of man. During global pandemic period in the development of society, education actually plays an important role in the innovative development. A future specialist - a future teacher of primary education who has faced with the need to comprehend the modern requirements imposed on her/him by society and the state. He/she should be aware that his/her professional career and hence the possibility of professional self-realization, will directly depend on the level of his/her intellect and culture, competence and competitiveness. It is important to note that the focus on the personal maturity of the future specialist, the inner freedom of the individual is determined by the principles of state policy in the field of education in our country.

2. MATERIALS AND METHODS

The process of forming a teacher's innovative culture is a dynamic, long-term process of gradual transition from ignorance to knowledge, from improving some skills to the emergence of others, from some personal and mental properties and qualities to other new formations. This is the process of transformation of the innovative behavior of a future specialist into the professional sphere, the integration of innovative and professional activities. The complexity of this process and the phenomenon itself, which is the innovative culture of the future teacher, allows us to make the assumption that the problem of forming the innovative culture of the future primary school teacher cannot be reduced only to a mechanical increase in academic disciplines. It should be built on the basis of integration, fundamentalization of knowledge, and also be based on a competence-based and contextual approach to training a specialist at a university. This is determined by the requests of the employer and the functional responsibilities of the specialist [1].

The formation of an innovative culture of a future primary school teacher begins in a higher educational institution, which becomes the center for the development of innovative thinking, personality consciousness, and teachers - conductors of innovative knowledge and innovative culture. Therefore, it is important to pay attention to the improvement of the qualifications of teaching staff, the formation of their innovative culture, their mastery of innovative approaches in education. An innovative culture is part of the culture of a society. Its introduction into the educational process is carried out through the content of academic disciplines. Humanities and aesthetic disciplines contribute to the diffusion of culture, cultural traditions and innovation. They develop creative thinking and creativity of the future specialist, which is necessary for him in his future professional activity [2]. Pedagogical education, solving the problems of training pedagogical personnel for primary schools, ensures their competitiveness, professional mobility, and social security. One of the tasks of modern education is to reveal to the future teacher the prospects of his/her life and professional path. Modernization of pedagogical education requires understanding the content of the professional training of future primary school teachers, defining the role of pedagogical faculties in universities, integrating the content of knowledge of classical universities and pedagogical universities on the basis of a competence-based approach to training a future teacher of primary education. Some researchers have found that the process of forming a teacher's innovative culture is sufficiently determined by the cumulative fulfillment of the

following conditions: development of the content of teaching teachers, including the formation of all components of an innovative culture; creation and implementation into practice of the technology for the formation of an innovative culture, which ensures the thinking and behavioral activity of teachers; ensuring the direct relationship of the content and the learning process with the professional activities of teachers of educational institutions [3].

The development of the components of an innovative culture is carried out through the formation of innovative motives, innovative knowledge and innovative skills. Willingness to implement innovative activities can be formed only in the context of the integrity of the main structural components of innovation - motivational, creative, technological and reflective. This problem requires a change in the attitude in the process of a teacher's formation to create and appropriate innovations, the formation of the teacher's innovative consciousness and the solution of a dual task - the formation of innovative readiness to perceive new things and teaching the skills to act in a new way. Currently, the following indicators of a teacher's readiness for innovative activities are distinguished:

- The conscious need to introduce pedagogical innovations into their own pedagogical practice;
- Informativeness and innovation of pedagogical technologies, knowledge of innovative work methods;
- The desire to set their own creative tasks, develop methods, carry out experimental work;
- Readiness to overcome difficulties of both substantive and organizational plan;
- The availability of practical skills regarding the development of pedagogical innovations and the creation of new ones: the need for innovations activates the work on the accumulation of knowledge in a certain area, and the success of one's own pedagogical innovative activity helps to overcome difficulties, look for new ways of activity, defend innovative approaches in teaching;

To use of innovative technologies, a primary school teacher needs knowledge of the integral pedagogical process as an object of pedagogical activity. In accordance with the above, many researchers represent the readiness of teachers to the use of innovative technologies in the pedagogical process of primary school as a combination of motivational, content and procedural components.

The criterion for the motivational component is the attitude towards innovative technologies. The indicators of this component are as follows:

- Positive attitude towards the use of innovative technologies;
- Expectation of positive results; interest in innovative technologies;
- Readiness for creative activity.

The next component of the model is meaningful. The criterion for the content component is knowledge about innovative technologies. The indicators of this component are as follows:

- Knowledge of the integral pedagogical process as an object of the teacher's activity;
- Knowledge in the field of methods of using innovative technologies;
- Constant search for information about new ideas and innovations in the education system.

The third component of the model is procedural. The criterion for the procedural component is the ability and skills to use innovative technologies in practice. The indicators are as follows:

- The use of innovative technologies in practice;
- Improving the process of using innovative technologies.

3.RESULTS AND DISCUSSIONS

In the preparation of future teachers for innovative activities, according to researchers, several stages can be distinguished:

The first stage is the development of creative individuality, the formation of the ability to identify, formulate, analyze and solve creative pedagogical problems, as well as the development of a general technology of creative search: the independent transfer of previously acquired knowledge and skills to a new situation, vision of a problem in a familiar situation, a new function of an object, definition the structure of the object, the vision of an alternative to solving the problem, the combination of previously learned methods of activity in a new situation in relation to the problem that has arisen, the development of critical thinking.

The second stage is mastering the foundations of the methodology of scientific knowledge, pedagogical research and introduction to innovative pedagogy. Students get acquainted with the social and scientific prerequisites for the emergence of innovative pedagogy, its basic concepts, creatively interpret alternative approaches to school organization, study the main sources of the development of an alternative school, get acquainted with various types of innovative educational institutions, etc.

The third stage is mastering the technology of innovative activity, acquaintance with the methodology for drawing up the author's program, the stages of experimental work at school, participating in the creation of the author's program, analyzing and predicting the further development of the innovation, the difficulties of implementation.

The fourth stage is practical work on the experimental site to introduce innovations into the pedagogical process, implement correction, track the results of the experiment, and self-analyze professional activities. At this stage, the teacher's innovative position is formed as a system of his views and attitudes towards innovation.

4. CONCLUSION

In conclusion, we can say that in order for the process of the formation of an innovative culture to be carried out effectively, it is necessary to take into account the fact that this process can be harmonious only if it is modeled in the course of the professional training of future primary school teachers.

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