



## METHODOLOGY OF FORMING INNOVATIVE CULTURE OF FUTURE PRIMARY CLASS TEACHERS

**Umida Masharipova**

associate professor, PhD,  
Tashkent State Pedagogical University  
Tashkent, Uzbekistan

| Article history:  | Abstract:  |
|---|--|
| <p><b>Received:</b> March 21<sup>st</sup> 2023<br/><b>Accepted:</b> April 30<sup>th</sup> 2023<br/><b>Published:</b> May 28<sup>th</sup> 2023</p> | <p>Socio-economic changes in modern society are accompanied by profound changes in the education system. This phenomenon makes adjustments to the theory and practice of the educational process. The mechanism of school self-development that came into operation showed that its sources are in the creativity of teachers, in their innovative activity.</p> |
| <p><b>Keywords:</b> Primary education, teacher, innovation culture, methodology, methodology, formation.</p>                                      |  |

The teacher is the main protagonist of any pedagogical transformation. Reforming the school significantly complicates the teacher's functions, requires a reorientation to humanistic values that are adequate to the nature of the innovations being introduced, as a result of which the problem of the teacher's readiness to use innovations in the educational process arises.

The majority of teachers turned out to be not ready to develop and implement modern technologies, new forms and means of teaching; professionally organize innovative activities. With all the variety of conceptual, content, organizational, methodological and financial problems that have to be solved during the restructuring of the education system, the central and key issue remains the teacher's readiness to apply innovations in teaching practice.

In the conditions of widespread innovative processes in the field of education, a teacher cannot act only as a "consumer" of recommendations. With the approval of individual-personal orientation in science, the use of new technologies in modern educational institutions, the need for the formation of practical readiness of students, which would ensure their development as carriers, organizers, and, in the future, leaders of pedagogical innovative activity, clearly emerges.

In the second half of the 1980s, new areas of study of pedagogical innovation emerged, giving grounds for analyzing the formation and development of the problem of teacher readiness for innovation. General and specific features of this category are studied in the works of S.M. Godnik, F.N. Gonobolin, V.I. Zagvyazinsky, A.E. Kondratenkov, N.V. Kuzmina, V.S. , M.M. Potashnik, V.A. Slastenin, L.M. Fridman, A.I. Shcherbakov and others. , O.G. Khomeriki and others.

To date, a number of dissertations on pedagogical innovation have been completed. So, in the works of A.M. Voronin, V.P. Kvasha, N.V. Konoplina, L.G. Rodionova, the problems of managing innovative processes in education are considered. In the studies of M.V. Klarin, innovative models of the educational process in modern foreign pedagogy are generalized and analyzed. The fundamentals of the theory of innovation processes are set forth in the dissertations of L.S. Podymova, S.D. Polyakov. The problem of preparing future teachers for the use of innovative teaching technologies is discussed in the works of M.I. Morozova, E.V. Rodkina, Yu.I. Rudinova, Z.R. Safina, L.T. Chernova, I.V. development of the teacher's creative potential in the process of mastering pedagogical innovations were studied in the dissertations of L.F. Kvitova, L.V. Meshcheryakova, L.N. Sedova, N.Sh. Chinkina, L.N. Yumsunova and others. system of vocational education are justified by N.M. Anisimov, E.T. Burtseva, LL. Kazakova, A.Ya. Nain, I.A. Protasova and others.

However, the materials on the formation of readiness for innovative activity have not been sufficiently reflected in previous works and have not been included in the target settings of the process of training physical education teachers. Innovations in education require fundamentally new forms and mechanisms of interaction between theory and practice. In pedagogical universities, a course on innovative pedagogy is rare; in addition, it is difficult for students to get involved in the practical activities of new types of schools, to provide students with freedom to choose the content and forms of education, and to reveal their individuality.

One of the problems of preparing a future teacher of physical culture is that the process of professional development does not model the structure of innovation activity and this, in turn, predetermines the spontaneous nature of teacher training. This is especially acute in the organization of pedagogical practice, which is so significant in the professional training of a teacher.

Thus, the relevance of the study is due to the contradiction between the need of the modern education system for a teacher of physical culture, prepared for professional activities in the innovation mode, and insufficient

development of the technology of the corresponding aspect of his university training. In this regard, the problem of the study is to determine the pedagogical conditions for the formation of the readiness of the future teacher of physical culture for innovative activities at school.

The theoretical and methodological basis of the study is a systematic approach (J.I. von Bertalanffy, I.V. Blauberg, V.N. Sadovsky, E.G. Yudin, etc.) and its refraction in the theory and practice of psychological and pedagogical science (S.I. Arkhangelsky, V.P. Bepalko, P.Ya. Galperin, V.V. Davydov, F.F. Korolev, N.V. Kuzmina, N.F. Talyzina and others); general theory of activity (L.S. Vygotsky, A.N. Leontiev, S.L. Rubinshtein, D.B. Elkonin, etc.); fundamentals of general and pedagogical innovation (K. Angelovsky, V.I. Zagvyazinsky, L.S. Podymova, A.I. Prigozhin, V.A. Slastenin, T.I. Shamova, N.R. Yusufbekova, etc.)

In addition, the theoretical understanding of the problem was facilitated by special studies conducted in the context of studying the basics of professional training of a teacher of physical culture (M.Ya. Vilensky, V.M. Motorin, O.V. Petunin, Zh.K. Kholodov, etc.), conditions for the development of the creative potential of a specialist in the field of physical culture (A.S. Grechko, E.V. Katrich, N.E. Pfeifer, S.I. Filimonova and others), improving the possibilities of pedagogical practice of students (E.G. Gorbachev, L.M. Kulikova, A.A. Nikitin and others). Research methods:

- ✓ theoretical analysis of philosophical and psychological-pedagogical literature;
- ✓ study and generalization of advanced pedagogical experience;
- ✓ observation, conversation, interview, questioning, testing, expert evaluation, analysis of activity products, comparative analysis;
- ✓ pedagogical experiment;
- ✓ mathematical and statistical data processing.

Conclusion. Summarizing the results of the theoretical analysis of the problem and experimental work on the study of the effectiveness of the technology of formation of readiness of future physical education teachers for innovative activities at school, we can state the relevance and relevance of the study, as well as assess the prospects for further development of this topic. The main concept of the dissertation turned out to be productive, the essence of which is that readiness for innovative activity can be formed only in the context of the integrity of its main structural components: motivational, meaningful, technological and reflexive.

The essence and content of innovative activity are analyzed, the psychological and pedagogical prerequisites for the formation of readiness for innovative activity are studied, a theoretical model for the formation of a future teacher's readiness for innovative activity at school and the corresponding technology are developed. A pedagogical experiment was carried out, which confirmed the effectiveness of the developed technology. In the course of achieving the goal, the tasks set were solved and the initially put forward hypothesis was basically confirmed. Summing up, we believe that the conducted research testifies to the legitimacy of the provisions submitted for defense and their confirmation.

This work cannot claim to be a complete solution to the problem raised. In our opinion, there are several directions for its further study. This study was carried out on the material of the Faculty of Physical Culture. Meanwhile, many of the identified contradictions are characteristic of the higher pedagogical school as a whole. Of course, each faculty has specific difficulties, but this is precisely what determines the relevance and prospects of subsequent research.

An adequate reflection of the experimental pedagogical system is its model, understood as a project of a certain practical activity. The model of a future teacher's readiness for innovative activities at school is a theoretical reflection of the strategy and tactics of teaching, which includes: structural components (motivational, meaningful, technological and reflective); functions (regulatory, orientational, executive and self-cognitive); criteria for diagnosing (cognitive interest and personally significant meaning of innovative activity, the level of theoretical knowledge about innovation, the formation of practical skills and abilities of innovative activity, the development of a reflexive position); readiness levels (adaptive, reproductive, productive and creative).

The logical consequence of projecting a theoretical model onto educational practice is the technology of forming the readiness of future teachers for innovative activities at school, including: orienting, informational, modeling and integrating stages that reflect the stages of formation of the formed readiness corresponding to them; goals that determine quantitative and qualitative changes in the nature of the activity performed; tasks that specify the target settings; hypotheses denoting the problematic field of experimental search; practical means to achieve the goals and objectives; forms of control designed to carry out diagnostics and timely correction of the means used.

### LITERATURE:

1. Masharipova, U. (2021). THE ROLE OF INNOVATION IN CONTINUOUS EDUCATIONAL SYSTEM. *Mental Enlightenment Scientific-Methodological Journal*, 2021(4), 168-176.
2. Masharipova, U. (2019). FORMATION OF INNOVATIVE CULTURE OF FUTURE TEACHERS PRIMARY SCHOOL. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(6).
3. Masharipova, U. A. (2021). The Formation of Innovative Culture of Future Teachers of Primary School in the Process of Professional Development. *European Journal of Humanities and Educational Advancements*, 2(2), 33-35.
4. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN DISTRICT. *American Journal Of Social Sciences And Humanity Research*, 2(05), 11-16.

5. Rasulov, A. B., Hasanov, E. M., & Khayruddinova, Z. R. STATE OF ENT ORGANS OF ELDERLY AND SENILE PEOPLE AS AN EXAMPLE OF JIZZAKH REGION OF UZBEKISTAN. ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОТОРИНОЛАРИНГОЛОГЛАРИНИНГ IY СЪЕЗДИГА БАФИШЛАНГАН МАҲСУС СОН, 22.
6. Расулов, А. Б., & Расулова, Н. А. (2013). Опыт периодизации географических взглядов. *Молодой ученый*, (7), 121-123.
7. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Beakaeva, M. E. (2021). Experience of using «gis» technology in the development of geocological maps. *International Journal of Engineering Research and Technology*, 13(12), 4835-4838.
8. Matnazarov, A. R., Safarov, U. K., & Hasanova, N. N. (2021). THE STATE OF INTERNATIONAL RELATIONSHIP BETWEEN THE FORMATION AND ACTIVITY OF MOUNTAIN GLACES OF UZBEKISTAN. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 22-25.
9. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. *World Bulletin of Social Sciences*, 4(11), 95-99.
10. РАСУЛОВ, А. Б., & АБДУЛЛАЕВА, Д. Н. (2020). ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ НАВЫКОВ ИСПОЛЬЗОВАНИЯ САЙТОВ ИНТЕРНЕТАВ ПРОЦЕССЕ повышения квалификации РАБОТНИКОВ НародНОГО ОБРАЗОВАНИЯ. In *Профессионально-личностное развитие будущих специалистов в среде научно-образовательного кластера* (pp. 466-470).
11. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, 7(12), 956.
12. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Problems of regionalization of geographical names. In *ИННОВАЦИИ В НАУКЕ, ОБЩЕСТВЕ, ОБРАЗОВАНИИ* (pp. 119-121).
13. Rasulov, A., Saparov, K., & Nizamov, A. (2021). THE IMPORTANCE OF THE STRATIGRAPHIC LAYER IN TOPONYMICS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 61-67.
14. Nizomov, A., Rasulov, A., Nasiba, H., & Sitora, E. (2022, December). THE SIGNIFICANCE OF MAHMUD KOSHGARI'S HERITAGE IN STUDYING CERTAIN ECONOMIC GEOGRAPHICAL CONCEPTS. In *Conference Zone* (pp. 704-709).
15. Rasulov, A., Alimkulov, N., & Safarov, U. (2022). THE ROLE OF GEOECOLOGICAL INDICATORS IN THE SUSTAINABLE DEVELOPMENT OF AREAS. *Journal of Pharmaceutical Negative Results*, 6498-6501.
16. Nizomov, A., & Rasulov, A. B. (2022). GEOGRAPHICAL SIGNIFICANCE OF THE SCIENTIFIC HERITAGE OF MAHMUD KASHGARI. *Journal of Geography and Natural Resources*, 2(05), 13-21.
17. Rasulov, A. (2021). The current situation in the district of lower zarafshan plant species-eco-indicator. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 304-307.
18. Berdiqulov, R. S., & Yakubov, Y. Y. (2022). TALABALARGA MUSTAQIL ISH TOPSHIRIQLARINIBAJARTIRISH SHAKLI VA BAHOLASH TARTIBI. *Solution of social problems in management and economy*, 1(4), 48-55.
19. Shavkatovich, B. R. (2017). Deduction of chemical thought. *European research*, (5 (28)), 62-68.
20. [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation\\_for\\_view=mzbOeBcAAAAJ:dhFuZR0502QC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:dhFuZR0502QC).
21. [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation\\_for\\_view=mzbOeBcAAAAJ:4DMP91E08xMC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:4DMP91E08xMC)
22. [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation\\_for\\_view=mzbOeBcAAAAJ:FxGoFyzp5QC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:FxGoFyzp5QC)