

The Development of Innovative Culture of Primary School Teachers as a Pedagogical Problem

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Abstract – The article analyzes the need for the formation of an innovative culture for a modern teacher, considering a wide range of innovative culture opportunities for a modern primary school teacher.

Keywords – Innovation, Strategy, Axiology, Activity, Component, Communication, Skill, Knowledge.

In the twenty-first century, the field of education should provide one of the most innovative sectors, which largely determine the creation and formation of an innovative climate. The development of proposals and recommendations for the development of scientific and innovative activities of teachers is the most important task set in the concept of development of the higher education system of the Republic of Uzbekistan until 2030.

The use of the word “innovation” in education is also becoming in demand. Innovations in the educational sphere can help overcome the usual stereotypes in thinking, in learning, they can give an impetus and equip an idea to reform education and thereby support students in their ability to cope with changing initial conditions. One of the factors of effective innovative activity in the educational sphere is the innovative culture of primary school teachers .. In sociological dictionaries, innovative culture is usually understood as “a stable system of norms, rules and ways of implementing innovations in various areas of society, characteristic of this sociocultural community”. In this context, the innovative culture of the teacher, including

primary school teachers, is a mechanism of innovative behavior as a special type of individual or group behavior, which is characterized by initiative and the systematic development of new ways of working.

Considering the innovative culture as a factor in the effectiveness of innovative activity, it is logical to assume that the lack of innovative culture of primary school teachers is one of the causes of a number of problems that exist today in school innovative practice.

An innovative culture of a teacher is a combination of the following interconnected components: axiological, innovative-technological, cooperative-active, communicative, personal-creative.

The axiological component of the teacher’s innovative culture is a combination of pedagogical values: updated professionally significant knowledge, ideas, beliefs of the teacher. Updating pedagogical values is a condition and the result of innovative and pedagogical activity. Pedagogical values can exist at three basic levels: socio-pedagogical, professional-group and individual-personality. The values of

the socio-pedagogical level are a set of ideas, norms and rules governing activities in the field of education, taking into account the modern requirements of society. The values of the professional-group level (group pedagogical values) are a set of ideas, concepts, norms that regulate and guide pedagogical activity within the framework of certain educational institutions. The values of the individual-personal level (personal and pedagogical values) reflect the system of value orientations of the teacher's personality (goals and motives of his activity, his ideals, attitudes, outlook on life, etc.).

The innovative technological component combines the methods of innovative pedagogical activity that provide solutions to the problems of innovation management and self-management of innovative pedagogical activity, which include analytical and reflexive ones - tasks related to the teacher's comprehension of the initial classes of the pedagogical process, its elements, its innovative activity; constructive and prognostic - the tasks of constructing (constructing) an innovative pedagogical process and forecasting its results; organizational and activity - tasks of the direct implementation of innovation and the creation of optimal conditions for its implementation; assessment and information - the tasks of collecting, processing and storing information necessary for the implementation of pedagogical innovations, as well as the tasks of an objective assessment of the progress and results of innovation; correctional and regulatory tasks of correction and regulation of innovation to improve its results, optimize the progress of innovative transformations.

The cooperative-active component reflects the culture of cooperation of teachers (educators) in joint innovation activities. The need for this component is due to the collective nature of pedagogical activity and the mandatory presence in it of the interaction of a teacher (teacher) with students (pupils). The cooperative-active component of the innovative culture of the teacher (educator) provides the necessary level of interaction between the teacher (educator) and students (pupils), colleagues, parents, without it, the development of innovative activity is not possible. This component includes:

- The ability to really assess their capabilities and distribute their forces, working in a group;
- Responsibility to participants in collective innovation activities;
- The ability to take responsibility for the results of group innovation;
- Tact in resolving contentious issues;

- The ability to negotiate with partners about their mission in the group, etc.

The communicative component determines the culture of primary school teacher participation in information exchange. In the innovation process, the amount of information increases many times, the density of the information flow and the variety of data increase. The elementary school teacher is forced to study a larger number of psychological, pedagogical and methodological publications, to track and compare the results of innovative and traditional work, often using new diagnostic methods for him. In the incoming information, it is important to highlight the main and secondary, reliable and doubtful information. In addition, in the innovation process, as a rule, the role of the teacher's participation in the exchange of experience, in the development of new information and communication technologies is strengthened.

The development of the communicative component is associated with the mastery of knowledge:

- Ways of interacting with other participants in the educational process;
- The establishment of pedagogically appropriate communication in the performance of various activities.
- Based on this knowledge group, the following methods of activity are formed:
- Establish pedagogically appropriate relationships with individual children, small and large groups, as well as leaders, colleagues, parents, representatives of various organizations;
- Find contact, a "common language" and the right tone with different people in different circumstances;
- To have pupils; if necessary, rebuild relations with the group and individual children, find an individual approach to them;
- Be able to analyze situations from the point of view of children, colleagues, parents and other persons involved in the educational process;
- -regulate intra-group relations of pupils.

Personally-creative component. The personal meaning of professional activity requires the primary school teacher to have a sufficient degree of activity, the ability to manage, regulate his behavior in accordance with emerging or specially set pedagogical tasks.

The creative personality is characterized by such features as risk appetite, independent judgments, impulsiveness, cognitive "meticulousness", critical judgments, originality,

boldness of imagination and thought, sense of humor and inclination to joke, and others. These qualities reveal the features of a truly free, independent and active person. The personal-creative component provides an interpretation of pedagogical innovations in the individual pedagogical activity of the teacher: creating their own innovative experience, adapting the borrowed experience to specific conditions, professional and personal self-realization of the teacher (teacher) in innovative activity, taking into account the needs and capabilities of students, etc. the personal-creative component of the innovative culture of primary school teachers can be identified:

- The ability to adapt borrowed innovative experience to the conditions of a particular school, to the characteristics of students (pupils);
- The ability to see the prospects for the development of innovative ideas in the specific conditions of their implementation;
- The ability to objectively assess their capabilities in the implementation of pedagogical innovations;
- The ability to improve their skills in accordance with the new requirements;
- The ability to integrate traditional and innovative experience in their work, to avoid “shock” updates;
- The integrity of the creative interpretation of pedagogical innovations in their activities.

The distinguished components of the innovative culture of primary school teachers cover aspects of mastering new pedagogical values by a specialist, new technologies for pedagogical activity, ways of professional interaction in new conditions, a new level of participation in information exchange and new opportunities for professionally creative self-realization. The combination of these aspects reflects the modern system of requirements for the teacher-innovator. Underestimation or insufficient formation of any of the components of an innovative culture inevitably affects the other components and ultimately reduces the effectiveness of innovative pedagogical activity.

In conclusion, it should be noted that the self-realization of the personality in pedagogical activity, the development on this basis of an individually creative pedagogical system, the constant desire for pedagogical search and self-improvement are the main directions in the formation of the teacher’s innovative culture. It is very important for a modern elementary school teacher to never stop there, but be sure to go forward, because the teacher’s work is an excellent source for unlimited creativity.

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