

UDC 372.4

ADVANCED TRAINING FOR PRIMARY SCHOOL TEACHERS IN PREPARATION FOR INNOVATIVE TEACHING ACTIVITIES

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Keywords: teacher training, innovation, new trends, innovative pedagogical activity, professional development, competence.

The analysis of the theory and practice of teacher training revealed the following contradictions:

- between the need in the modern education system for teachers who can independently develop and apply innovative teaching and learning technologies in school practice and insufficient attention from higher pedagogic education to prepare future teachers for innovative activities;
- between preparing future teachers for innovative activities and not fully using all opportunities for their personal and professional development;
- between the training of teachers with highly developed personal and professional qualities and not using the innovative system of training as a tool for personal and professional development of future teachers.

In connection with the indicated contradictions, the problem of the research was formulated as follows: in what pedagogical conditions can the preparation of the future teacher for innovative pedagogical activity be a means of personal and professional development?

It becomes clear that in addition to the formation of knowledge in the field of innovative approaches to education and training in the future teacher, at the same time, the development of a motivation-value attitude to pedagogical innovations and his own innovative activity, the formation of creative activity, the ability to self-analysis, self-development and reflection, and as a result of all this, innovative formation of pedagogical culture is very important:

1. To conduct a theoretical analysis of the philosophical, psychological, pedagogical and methodical literature on the problem of individual and professional development of teachers and their preparation for innovative pedagogical activity, to determine the characteristic features of this process.

2. To determine the pedagogical conditions for the organization of preparation for innovative pedagogical activity, which is a means of personal and professional development of future teachers.

3. To diagnose the personal and professional development of future teachers.

4. To prepare a pedagogical support model for personal and professional development of the future teacher in the process of preparation for innovative pedagogical activities.

5. To analyze the results of applying the model of personal and professional development of the future teacher in the process of preparation for

innovative pedagogical activity. 6. To prepare recommendations for teachers regarding the organization of preparation for innovative activities that guide the personal and professional development of future teachers.

The country's modern education system, like our entire society, is going through a difficult renewal period. The content of education is updated; new curricula, textbooks, new teaching technologies are prepared; more and more new types of schools are being created, "author" pedagogical practice is developing, etc. Education and intelligence in the emerging contours of the future society are increasingly becoming a part of the national wealth, and the spiritual health of a person, the multifaceted nature of its development, the breadth and flexibility of professional training, the desire for creativity and the ability to solve non-standard tasks become an important factor in the progress of the Motherland. The place of the teacher in the modern society, professional and personal preparation to fulfill his functional duties in the new socio-economic conditions, as well as concrete ways of modernization of the country's education are reflected in the "Law on Education" and the "Concept of General Secondary Education". The main organizational measures indicated in these documents determine the priority development strategy of the education system in the future and allow us to hope for really big changes in this important social sector. Already in the XXI century, it is planned to move to the continuous evolutionary development of the education system that meets the interests and needs of the individual, society and the state. It is typical that among the results expected from the implementation of state measures is the task of "increasing the public reputation and demand for the work of pedagogues and other educational workers". The current socio-economic situation of the republic could not affect the education system as a whole and the innovation process in particular. Education in the republic is gradually changing, the range of educational services is expanding, and the innovative movement is developing. In this regard, within the framework of the new educational paradigm that directs the school to the path of optimal development, pedagogical universities face the task of not only forming the necessary knowledge, skills, and habits, but also helping the future teacher to understand innovative pedagogical ideas and to use them continuously in professional activities, to develop an innovatively oriented personality.

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