Innovative Technologies in the Formation of Methodological Equipment for Future Primary School Teachers in the Field of Education Quality Assessment

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Abstract—The success of education reform initiated at the state level is largely determined by the teacher's personal attitude to innovations, their theoretical, methodological and practical orientation. Another group of reasons for the modernization of education are socio-pedagogical changes in the system of General secondary education, which occur in the context of transformations caused by the new socio-technological revolution.

Keywords— theoretical and methodological support, higher educational institutions, theoretical statements.

I. INTRODUCTION

Modern education faces a number of challenges, one of which is that national educational systems should acquire an innovative character, and their students should be prepared for an innovative lifestyle. In these conditions, the readiness of teachers to accept progressive innovative changes in culture, society and education is of particular importance. Only a teacher with a high creative potential is able to educate a person capable of successful and effective life in a dynamically developing society.

The third group of factors reflects the most characteristic features of broad innovative transformation processes. Currently, many teaching teams of educational institutions are actively testing domestic and foreign educational technologies, creating author's schools, developing and introducing author's educational programs, methods, technologies, etc. into the educational process. For this reason, an important component of the teacher's professionalism is the readiness to evaluate the effectiveness of new pedagogical technologies. A modern teacher should be able to determine whether the proposed new technologies meet the needs and capabilities of a particular educational institution.

The social and pedagogical significance of these tasks led to the search for ways to solve them at the normative-legislative, theoretical-methodological and empirical levels.

II. MAIN PART

In particular, the measures aimed at forming a positive attitude to innovative professional activities in future teachers are justified and experimentally tested.

However, the above-mentioned works consider only certain issues of training future teachers for innovative professional activities.

Thus, the relevance of the problem is due to the need to identify and resolve differences between the need to improve
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In our opinion, increasing the effectiveness of the process of professional and pedagogical training of teachers in modern socio-cultural conditions is primarily connected with the solution of the problem of formation of students of pedagogical higher educational institutions as subjects of innovative professional activity. Training of future teachers for innovative professional activities (innovative training of students) should function as an integral system that is optimally integrated into the educational process of a pedagogical University through the development and implementation of appropriate technology.

Innovative training of future teachers should be aimed at their formation as subjects of educational innovations and meet the main provisions of the personality-oriented approach and innovative pedagogical education. This can be achieved due to the subject-subject nature of interaction between teachers and students, individualization of training, creating conditions for the formation of critical and creative professional thinking of future teachers, as well as the use of interactive pedagogical technologies.

Management of the process of introducing educational innovations in the practice of pedagogical universities and schools can be carried out on the basis of different approaches. Depending on who has the leading role in managing the implementation of educational innovations - the administration of an educational institution or the teaching staff, Uzbek scientists distinguish between administrative and participatory approaches.

The second significant feature of different approaches is the type of response to changes. This feature distinguishes between reactive management (a type of management that consists of responding to the actual state of Affairs) and proactive, management.

In process-oriented management, management entities introduce a certain innovation, hoping that it will ultimately contribute to improving the efficiency of the educational institution. On the contrary, target management first determines the desired indicators, and then begins the search for innovations that allow them to be achieved.

According to the degree of integration of the processes of implementing individual innovations in the practice of the educational institution, Autonomous and system management are distinguished.

The essence of the first of them is that innovations are introduced by individual teachers on their own initiative, and there is no complete project for the development of an educational institution.

The implementation of an innovation in the practice of an educational institution will be successful if it is effectively managed, in particular, by addressing issues of regulatory, scientific, methodological, financial, material and personnel support for this process.

The innovative activity of a General education institution is regulated by documents of various levels - from acts of international law, state laws, resolutions and decisions of local government bodies to internal school regulations. At the same time, the priority of international and state standards over regional, local, departmental and intra-school ones is obvious.

The main program guidelines for the education of a citizen of the state are defined in the Law "on education", the National doctrine for the development of education, the Concepts of national education of the individual in the context of the development of the state, and other documents. They emphasize that the dominant basis for the development of society is education conscious citizen, patriot, in which
youth can gain social experience, high culture of interethnic relations, the formation of the youth’s needs and the ability to live in civil society, spirituality and physical perfection, moral, artistic, aesthetic, labor perfect.

It is proved that educational innovation will be effective only if it has the appropriate material, technical, scientific and methodological support, and trained specialists. Any innovation, even of a local nature, requires certain investments. Therefore, before starting work related to the development, development and implementation of pedagogical innovations, it is necessary to carry out the material and economic justification of the innovation project and find sources for its financing, especially when it comes to system innovations, which are one of the main features of modern state education.

We understand that it is difficult to find additional funds to finance innovations in difficult economic conditions. But educational innovations - system, modular and local - are not a whim, they are a single way to bring the education system in line with the requirements of the time, and their underfunding will lead to serious negative consequences. The role of material incentives for participants in the innovation process should not be underestimated.

The issue of scientific and methodological and organizational support of innovative processes was the subject of analysis by the famous Russian scientist M. Potashnik. Solving them on the basis of program-target management, the scientist identifies the following stages of innovative development of an educational institution:

- Problem-oriented analysis of the state of the educational institution in order to identify the goals of innovative transformations;
- Creation of a Bank of innovative ideas that ensure the achievement of the intended goals;
- Expert evaluation of innovative ideas;
- Methodological development of an innovative idea;
- Implementation of innovative ideas in the practice of the educational institution;
- Evaluation of the results of implementing an innovative idea in the practice of a General educational institution.

A modern teacher, in order to meet the new socio-cultural order, must be ready for innovative professional activity. At the same time, according to experts, the organization of training of subjects of innovative educational activities should acquire specific features depending on the degree of radical transformations. Thus, if under the conditions of a modified innovation, it is often sufficient to form certain competencies in teachers, then under the condition of radical innovations, it will be possible to form a readiness to implement innovations only under the conditions of a value approach.

Summarizing the results of scientific research of the above-mentioned scientists, provided an opportunity to determine the pedagogical conditions for the formation of readiness of future teachers to manage the process of introducing educational innovations in the practice of the educational institution.

III. CONCLUSION

Training of future teachers to implement educational innovations will be effective if it is based on the main provisions of the program-target approach and is aimed at mastering the techniques of developing and implementing a target program for innovative development of an educational institution.

In the preparation of qualified specialists for innovative professional activities, there is a complex of contradictions between the innovative processes that occur in Ukraine and the insufficient level of theoretical and practical development of the problem. The success of all perestroika processes in the formation of the state depends on the effectiveness of solving these contradictions.

REFERENCES