

Innovative Pedagogy is the Key to Solving Theoretical and Practical Learning Objectives

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ANNOTATION

This article discusses pedagogical activity using innovation, innovative pedagogy and analyzes the creative activity of a teacher in the educational process of primary education. Some historical assessments of outstanding teachers, the pedagogical skills of teachers, their creative approach to their professional activities, conscientiousness, perseverance and a very responsible, difficult task, the formation of a person's personality.

The main essence of pedagogical creativity depends on the purpose and nature of pedagogical activity. Pedagogical activity is the process of solving a number of pedagogical tasks subordinated to a common goal, such as the formation of a person's personality, his worldview, beliefs, consciousness, character. The creative activity of the teacher is expressed in the search for methods and the ability to find solutions to these problems. The source of pedagogical creativity is pedagogical experience. Pedagogical experience is full of problematic situations. Under the advanced pedagogical experience is understood the teacher's creative approach to his task, the search and use of new and effective ways and means in teaching and educating students.

Innovative pedagogy is known in our time as a discipline within the framework of general pedagogy, but every day it attracts the attention of world experts and represents a rapidly developing range of knowledge.

Innovation is a production technology or a certain area of activity based on the use of new technological processes or new forms and methods for solving problems, the end result of which is obviously successful.

In the education system or educational activities, when using innovations, the main goal is to spend less energy and achieve better results. The difference between innovation and any innovation is that it allows you to manage and control and must have a mechanism for change.

In the system of primary education, teachers face a very responsible and difficult task. It is necessary to teach children not only to read, write, draw, think independently, but also to develop their personality, interests and abilities, taking into account age and individual characteristics. Therefore, teachers working in the primary grades should understand from the first grade what

direction their children are interested in and their abilities are strong, and at later stages guide them in this direction. For example, among the students there are children who are interested in mathematics or their native language and literature, and most of the children have a strong ability in drawing, English and other subjects. However, due to the lack of professional development of teachers, talented students are not identified in a timely manner and their interest is hushed up. This issue is an important issue in the process of educating the younger generation. IN "Pedagogical Encyclopedia" [] made such a comment. "Be a master of your craft, have a high level of knowledge in the field of culture, be able to analyze the field of science in detail, know the methods education of students. From the essence of such a definition, the skill of pedagogical work can be interpreted as follows: To be able to teach a high level of knowledge and intelligence.

To have complete knowledge of the subject.

Be able to master the areas of pedagogy and psychology and apply them in their professional activities.

Full knowledge of teaching methods.

The problems of pedagogical excellence are reflected in the works of such scientists as Ya. A. Komensky [5] , G. Pestalozzi [] , A. Diesterweg [3] , K.D. [9] who expressed their opinion on improving this skill. For example, in the work of the famous Czech scientist J. A. Komensky, he includes love for children, good manners, knowledge, opportunities and abilities among the important pedagogical features and describes their essence in detail.

Jan Amos Comenius once emphasized the important role of the teacher in the development of the student's worldview: "To rise above any profession on earth is a very proud profession" [5]. According to the author, a teacher should be able to understand his profession well and value himself.

Jan Amos Comenius, describing the image of a teacher, emphasizes the following qualities in his personality: honesty, diligence, morality, love for his profession, meet students with love and affection for science, inspire students to follow themselves, be able to lead and awaken a religious formation.

I. G. Pestalozzi [5] goes in parallel with the assessment of the qualities of a teacher, mainly the development of the process of public education, mastering the basics of science. A.Disterweg [3] highly appreciates the role of the teacher, emphasizing that he has a deep knowledge of his field, improves his teaching skills, loves students with all his heart.

The teacher focuses on the individual characteristics of students, their abilities, their activity to fully master a certain level of psychological knowledge.

The famous educational scientist John Locke developed important psychological characteristics of the teacher. Among them, he expressed moderation, diligence, courage, prudence and other qualities, and in his works he revealed the role of pedagogical activity.

Their views on these issues were expressed by such Russian scientists as A.I. Herzen, L.N. Tolstoy, I.G. Chernyshevsky, K.D. Ushinsky, as successors of Western thinkers. In particular, according to A. Herzen, the main qualities of a teacher are expressed in a meeting with a student, in the ability to understand the spiritual worldview of students, the presence of moral abilities, because he must have such a talent that not all teachers can achieve this.

The outstanding Russian teacher K.D.Ushinsky highly appreciated the role of the teacher in the educational process, saying that no scientific considerations, no laws or programs, methods or approaches can change the mastery of the teacher's personal activity [9] .

K.D.Ushinsky highly appreciates the spirituality, professional activity of the teacher and says

that his professional skills should constantly develop in accordance with the goal. The social significance of this idea is confirmed by the fact that he was the first to substantiate the formation of teacher retraining groups.

Explaining the hard work of a teacher, K. D. Ushinsky says: “In order to teach a lesson to thirty or forty students, a teacher needs to think a lot, explain with good words and interesting examples, be active and attentive. Therefore, not everyone who has knowledge can become a teacher. There is not always a correct definition by society, and this task requires conscientiousness, perseverance and great skill” [9].

According to K. D. Ushinsky, a teacher who expresses his love for a student is one of his moral qualities, educational ability, strength, his spiritual and social mirror, reflecting the maturity of a person. Another important part of pedagogical activity, the character of the teacher is the ability to communicate with the student, (ethics and morality) pedagogical and psychological tactics of the teacher. According to K. D. Ushinsky, morality is a consumer activity in all aspects of life, therefore, one who does not have this quality cannot meet people and make a speech, he emphasizes [9] .

The famous Russian teacher V. A. Sukhomlinsky emphasizes that

“an intelligent person with a rich mindset cannot attract young people in any way and does not follow them ... only the mind, conscience, devotion to direct service to the fatherland are brought up by the mind” ...

“The teacher with his whole being, his daily life, his cultural spirituality sets an example for his colleagues and students and takes them with him” [8] .

The famous scientist V.A. Slavenin [7] also studied the formation of pedagogical skills of teachers from the point of view of scientific and theoretical foundations. He spoke about the preparation of professional pedagogical skills, the process of personal development of the teacher and writes: “If the teacher regularly relies on the theory of pedagogical theory, he acquires pedagogical skills. Because pedagogical practice always means turning to pedagogical theory. First, scientific theories reflect the general law of development, its approaches, science and its rules, while practice is based on a constant situation. The second pedagogical activity is philosophy, pedagogy and psychology - mixed sciences. Without mixing pedagogical activity, it is very difficult to achieve the goal ”¹. In other words, the teacher is required not only to have a thorough knowledge of pedagogical skills, but also the correct and purposeful organization of pedagogical activity, a deep knowledge of scientific theory.

The great Russian writer L. N. Tolstoy commanded the perfect qualities of a teacher of his profession, to meet well, and at the same time to meet students, to love them, like their own children, with all their heart. As he put it: “If a teacher is motivated only to work, he will be a good teacher. If a teacher loves a student as much as his parents, he is better than the first teacher. If both of these qualities are embodied in him, then he can become a perfect teacher .

It is clear that pedagogical ethics plays an important role in building pedagogical excellence. In addition, the following points can be noted:

- to be a mature teacher in all respects, to be able to stand out among other professions with their character and emotions, to be able to quickly penetrate the minds of students, to work individually with weak students, to attract the attention of students, to improve their skills, it is necessary to have pedagogical and psychological ethics, to master the skills of public speaking.

In today's educational environment, every educator must rely on innovative learning. To do this,

they need to acquire sound knowledge. If new and innovative knowledge is balanced in the learning process, then teachers in the field of new learning will achieve the goal faster.

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