

**THE CONTENT OF THE PRIMARY SCHOOL TEACHER'S USE OF
INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE CLASSROOM**

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ABSTRACT	KEYWORDS
In accordance with modern requirements, it provides for the development of professional knowledge, skills and qualifications of pedagogical staff of secondary schools, systematic improvement of their professional competence. Aimed on the formation of knowledge, skills, qualifications and competencies in order to improve the quality of education.	Continuous Professional Development System, Pedagogical Ethics and Communication Culture, Professional Development, Professional Activity,

Introduction

Decree of the President of the Republic of Uzbekistan dated May 26, 2023 No. UP-79 "On measures for the effective organization of the activities of the Ministry of Preschool and School Education and its organizations" and the Decree of the Minister of Preschool and School Education of 2024 No. 231 dated June 21, 2024 "On additional measures to improve the system of continuous professional development of employees of preschool and school education organizations" As well as the Decree of the Minister of Preschool and School Education of 2024 Order No. 246 of August 7 "On the gradual introduction of events" Day of Professional Development "and "Hour of Professional Development "for teachers of general secondary education institutions", as well as the established priority for the introduction of advanced and transparent organizational and legal mechanisms for continuous professional development of teachers and specialists of school education organizations, the introduction of modern principles of personnel policy formation in the school education system Based on the content of the tasks, the requirements and tasks are defined, which provide for the development of professional knowledge, skills and qualifications of pedagogical staff of secondary schools, systematic improvement of their professional competence on the basis of modern requirements. Implementation of the state policy in the field of education, priority directions of the development of primary education in general secondary education and improving the quality of school education in the context of pedagogical ethics and communication culture of primary school teachers, the content of reforms in education and regulatory legal acts in the field, the principles of individual-centered education, scientific approach to the effective introduction of advanced, innovative technologies of teaching in the educational process, the classroom, the classroom. management, communication and

cooperation with parents and students, methods of assessing students' performance, mechanisms for improving the quality of education based on the requirements of International Assessment Programs. The content of the training modules assumes the professional development of primary school teachers of general secondary educational institutions, the use of modern knowledge and innovation in their professional activities, the effective use of foreign best practices and the widespread introduction of technologies in the educational process, as well as continuous development of professional skills.

During the course, they develop their professional skills according to the competencies established in the curriculum and the professional standard of teachers of general secondary schools.

The educational reforms being carried out in the country in contrast to traditional education, the development of effective forms and methods of organizing the educational process in the primary education system, which serve to ensure the formation and development of children as harmonious individuals, scientific views, pedagogical theories and didactics leading to the optimization of the pedagogical and psychological foundations of education and upbringing of children of early school age allows you to create materials.

The Concept of Higher Education of the Republic of Uzbekistan defines the tasks of a specialist as follows: "A specialist must have the ability to work in creative communities, regardless of his/her field, skills in the field of management and marketing, have an accurate idea of economic, social and cultural aspects of the implementation of new technologies." These points are also directly relevant to teachers. Because the fundamental changes taking place in our society, our penetration into market relations, require the teacher to be aware not only of professional knowledge, but also of economic, legal and technical knowledge. It is also necessary to dwell on the issue of the primary school teacher in this place.

In the current elementary classrooms, the selection and selection of teachers has been overlooked by the leadership. There are no pedagogical councils that discuss the pedagogical activities of primary school teachers, there are those that approach these activities from a formalistic point of view. Our analysis has shown that it is necessary to admit that a large number of primary school teachers in secondary schools do not have sufficient knowledge in certain subjects, do not know educational documents, and do not carry out targeted and planned activities aimed at improving their professional knowledge and skills. Similarly, the lack of skills and qualifications of primary school teachers on the psychological and physiological characteristics of young school-age students, as well as the correlations between the organization and management and evaluation of the educational process, as well as the methodological aspects of the educational process, is stagnant between pedagogical reality and the pedagogical process. It is also clear that the problem is not being taken into account. Consequently, as the great Western pedagogue A. Disterverg put it: "A good teacher never gives up on his upbringing. The teacher must work on himself/herself. A bad teacher is left to tell the truth. A good teacher teaches students to find the truth."

As a result, the effectiveness of education in the primary grades depends on textbooks, teaching aids, recommendations, methods and mechanisms of the organization of the educational process, innovative ideas and tools of teaching, created on the basis of the ideas recognized in the concept of primary education. However, it should be noted that in this pedagogical process the role of the primary school teacher with high pedagogical qualifications and professional knowledge, who can create problem situations during the lesson and offer solutions, is especially important. The upper grade teacher is more focused on the fundamental foundations and general laws of natural and socio-humanitarian

sciences, their place and significance in human society, the differential aspects of knowledge delivery, the primary school teacher is armed with a complex of pedagogical and psychological knowledge, methods, factors and tools for improving the effectiveness of education, mathematics, native language, nature, human and society education. Based on the age (physiological and psychological) characteristics of the child, with perfect knowledge of the scientific theoretical foundations of the fields of science, it directs to teaching the general aspects of science, that is, to provide integrative education. In addition, the primary school teacher is the educator responsible for the formation of the child's qualities of directing the elements of play activities to educational activities, feeling responsible, making the right decisions in some problematic situations, time planning, being attentive to the wishes of students, as well as appreciating the goodness and looking for a promising future. Another important quality of a primary school teacher is the organization of educational activities on the basis of the principles of the continuity of primary and secondary education subjects and the principles of interrelation of primary education stage subjects.

For the organization of pedagogical activity, the teacher must know such disciplines as pedagogical theory, philosophy, sociology, cultural studies, anatomy and physiology of children, psychology, political science. It also requires knowledge of the laws of physical science for the correct interpretation of objects and phenomena related to natural science in primary grades. In addition, today it is desirable to ensure the development of the technological process in the educational process, the involvement of cybernetics in the teaching of pedagogy. We believe that the essence of the teaching profession and its role in the development of society, as well as the main features of the teaching profession are formed through the subject of pedagogy. The low level of design of the educational process, mastering pedagogical technology, communicative qualities and research skills among primary school teachers has been studied, and the reasons for this situation should be indicated: is achieved through the application of the Qur'an. As a result of various pedagogical changes, the methodological abilities of the teacher are formed. The pedagogical skills are the teacher who is able to overcome the difficulties of upbringing, the teacher is able to understand the peculiarities of the younger generation, feel their feelings, the fragile and fragile inner world, see the various difficulties of the child's life, skillfully approach them, have a deep scientific mind, who embody knowledge and creativity. It is no exaggeration to say that the purpose of the work of a primary school teacher is to teach young people to read and write, to teach them about everything in reality - phenomena, to form human qualities and qualities in them. Spiritual education in primary education, modern approach of the class leader to the organization of spiritual and educational work, the role of spiritual and educational work in the formation of the student's personality - character, abilities and interests. organization of spiritual activities with pupils in the extracurricular activities (literacy, poetry, reading evenings, quizzes and exhibitions) using modern approaches.

ways to engage students in extracurricular activities. Guidance of students to professions through extracurricular activities (subject clubs, competitions, competitions). Organizing extracurricular activities in collaboration with the school, parents, and the neighborhood. School, neighborhood, family partnership. Teacher, parent, student cooperation.

Meaningful organization of practical tasks in primary education. planning and organization of practical tasks with a competency approach. The 5E model and its use in improving the quality of education. Professional skills of the teacher in the organization of practical tasks.

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