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ANALYSIS OF THE OUTCOMES OF THE EXPERIMENT ON PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS TO CARRYING OUT INNOVATIVE PEDAGOGICAL ACTIVITY

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Мета статті – проаналізувати особливості підготовки вчителів початкової школи до інноваційної діяльності в середніх школах. У статті досліджено характер і спрямованість у викладанні педагогічних дисциплін у справі вдосконалення творчої та інноваційної діяльності вчителя початкової школи в майбутньому.

Ключові слова: інтерв'ю, експеримент, учитель початкової школи, педагогічно-психологічні дисципліни, інноваційне навчання, інноваційні поліпшення освітніх показників.

Цель статьи – проанализировать особенности подготовки учителей начальной школы к инновационной деятельности в средних школах. В статье исследован характер и направленность в преподавании педагогических дисциплин в деле совершенствования творческой и инновационной деятельности учителя начальной школы в будущем.

Ключевые слова: интервью, эксперимент, учитель начальной школы, педагогико-психологические дисциплины, инновационное обучение, инновационные улучшения образовательных показателей.

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The aim of the dissertation is to prepare elementary school teachers to carry out innovative activity in secondary schools. Teaching of the pedagogical subjects for the improvement of the primary school teacher's creative, innovative activity in the future has been investigated in the article.

Key words: interview, experiment, primary school teacher, pedagogical-psychological disciplines, innovative teaching, innovative educational performance improvements.

Formulation of the problem. Current dissertation work takes as its purpose preparation of future elementary school teachers to apply innovative pedagogical ideas as a part of their professional activity as well as to implement new innovative directions in the creative activity of elementary school teachers.

Task setting. The aim of the dissertation is to prepare elementary school teachers to carry out innovative activity in secondary schools. In the current research innovations and innovative technologies are elucidated.

Basic material presentation. A preparation of a future elementary school teacher at the higher education institutions for carrying out innovative activity evolves their pedagogical thinking and their skills to develop innovative pedagogical technologies by themselves.

The main tasks of this dissertation are to equip students with knowledge in the realm of innovative activity and by the same token to create conditions, where the essence and the content of elementary school teachers' innovative activity in the current circumstances can advance.

The essential purpose of the research is to assist students in forming the main indicators of professional readiness to innovative activity.

While conducting experimental work on preparation of elementary school teachers to innovative activity at the general education schools, it is necessary to develop students' skills for individual and group works. This, in its turn, is essential for obtaining by future elementary school teachers criteria of innovative activity, which will be used for estimation their own creative work.

The research work reflects modern times achievements in the sphere of innovative work in foreign and local schools. In general, the research contributes to enhancing the level of competence and professionalism of future elementary school teachers. Innovations and innovative technologies are considered in the current research. Preparing future primary school teachers at the pedagogical universities to innovative activity provides development of pedagogical thinking and skills to design innovative pedagogical technologies. This, in its turn, can be achieved by applying during educational process efficient pedagogical approaches and methods, which are directed to lower labor intensity of searching acceptable solutions and to increase intellectual creative efficiency of students.



Innovative pedagogical activity of primary school teachers in the modern system of education is one of the essential components. As examples to support previous statement one can mention conducted researches on pedagogical activity of future elementary school teachers and questionnaire based survey conducted among students, who are qualified as elementary school teachers. Preliminary elaborated questions on preparation of future elementary school teachers to innovative researches were introduced to the students and teachers.

A questionnaire main survey conducted at the Azerbaijan State Pedagogical University as well as at its Ganja and Sumgait branches. By the same time, Baku Slavic University, the Azerbaijan State Pedagogical College along with the secondary schools № 225 and № 36 took part in the above-mentioned survey.

The survey was conducted in the above-mentioned educational institutions in both Azerbaijani and Russian languages. Students from Bachelor's degree (1–4 academic years) as well as Master's degree programs (1–2 academic years) participated in the survey. The questionnaire main survey consists the following questions:

1. What is innovative pedagogical activity?
2. Please, list the main indicators of innovative pedagogical activity.
3. What conditions of modern educational system predetermine development of innovative pedagogical activity of future elementary school teachers?
4. What can identify innovative pedagogical activity of future elementary school teachers?
5. Is there any need for innovations, if it does not further qualitative education of students as a future elementary school teachers?
6. Do innovative pedagogical activities of a teacher encourage students to participate actively during classes? What contributes to intensive learning process of future elementary school teachers?
7. Is there any need for development of innovative pedagogical activity, taking into consideration the fact, that previous generation of students obtained deep knowledge in the traditional system of education?
8. If one compares traditional education with innovations, which positive factors can one define?
9. What are the ways of conducting monitoring of innovative pedagogical activity of elementary school teachers?
10. Do the classrooms in your educational institutions meet the modern standards?
11. Please, evaluate innovative pedagogical activity of your teachers:

a) S/he has no understanding of Information and Communication Technologies; s/he applies traditional way of teaching;

b) S/he has no understanding of Information and Communication Technologies; s/he uses methods of interactive teaching;

c) If there is an "opportunity", s/he uses Information and Communication Technologies during teaching process.

d) Technology equipped classrooms are one of the essential conditions for providing qualitative education.

e) A teacher uses his or her creativity during every lesson, regardless of educational environment.

12. Please, list all subjects taught and highlight those, which differ from other subjects by the innovative approach towards their teaching process.

13. Are your needs in ICT that appear during educational process met?

14. Is it obligatory to use ICT during all lessons?

15. Please, list the most important subjects for your qualification.

All primary school teachers of the educational institutions № 225 and № 36 passed successfully the diagnostic assessment and showed good results. As the result of the research, that was conducted in the above-mentioned schools, it became evident that primary school teachers had knowledge on innovations and applied innovative technologies during their activity. All primary school teachers took part in courses on innovations and received relevant certificates. During the survey, all primary school teachers emphasized the significance of the classrooms to meet all modern standards and requirements. Thus, the quality of education depends on such kind of factors.

There are three main objectives of the research:

1. There are chances that students are going to feel uncomfortable about introduced innovations. Every student, who participated in the survey (future elementary school teacher), should determine the concept, peculiarities and causes of innovative pedagogical activity for himself/herself.

2. The research analyzes every student's experience in this sphere and determines demands for education in this sphere. Bearing in mind requirements of modern education system and innovative activity, it defines the level of innovative pedagogical activity of students (future elementary school teachers).

3. To identify questions about interests of the students (future elementary school teachers). The questions should be directed to clarifying some aspects of the innovative activity.



The objectives of the research have been fulfilled. The discussion and the survey were comprehended by everyone. Almost all students choose two essential components of the concept: novelty and focusing of innovation on improving the quality of education. Overall, one can state that the essence of the concept is elaborated correctly. Innovations in modern times are progressive elements of something new or of something that already exists. As a primary school teacher is the founder of the future, our high education institutions that educate those teachers, in their turn, are significant component in organization of education and represent their position in the system of education and teaching. Multi-faceted activity of future elementary school teachers in the field of improvement of education is evident from the implemented innovations.

As the result of the survey, it became clear, that solving the issue depends on strategies, that are developed in the sphere of education of the Republic of Azerbaijan. In that case, the pedagogical innovations predetermine conceptual framework approach to the issue. By defining theoretical basis of pedagogical innovations, one can determine relevant qualifications of primary school teacher.

Following outcomes can be explained by the fact, that pedagogical innovations influence on future pedagogical activity of primary school teachers:

1. Taking into consideration the ongoing process of globalization in the world, the system of education is currently on a new stage of its development. Developing competitive system of education is one of the essential requirements. In order to benefit from international experience in the sphere of education and to study experience of developing countries as well as to apply existing innovative methods and techniques for developing competitive system of education, innovative pedagogical mechanism of action is in the process of its development.

National education system meets modern standards on preparation of future primary school teachers and well-educated and highly competent pedagogical staff, that applies innovations and technologies and has skills and knowledge in this realm from the perspective of the modern approach to the issue. The competence of every future primary school teacher to apply innovations presents by itself significant part of his or her innovative pedagogy from the perspective of personnel policy.

Conclusions. Innovative pedagogical activity at the educational entities, pedagogical theories and the subject matter of education itself are among other things, the innovations in the system of education. The policy of implementation of innovations in the system of education has already accomplished such a result as, by changing teacher's approach to the issue, in-

roducing ICT as means of pedagogical innovative activity.

Every future primary school teacher should obtain skills and be provided with opportunity to apply ICT. The skill of applying ICT effectively brings to the practice the "learning studying", that is realizing with the trainees' educational process on every stage of their training process. To sum up, one should mention following recommendations regarding the significance of pedagogical innovations in preparation of future primary school teacher as highly professional pedagogical staff:

1. Extension of the period of pedagogical internship during training of future primary school teachers at the higher educational institutions.

2. It is essential for future primary school teachers to gain skills in the field of ICT as well as to be open to receiving "intellectual advice", because of the fact that although classrooms in the secondary schools are well-equipped with necessary modern technologies, there is a lack of proper technological equipment in the lecture rooms.

I consider that all subjects, mentioned in "smart advices", should be conducted with application of ICT. Namely, from the first days of their education students should acquire certain knowledge and skills in the realm of ICT. It is significant, that all lecture rooms in the Azerbaijan State Pedagogical University as well as in its Ganja and Sumgait branches, Baku Slavic University and in the Azerbaijan State Pedagogical College should be equipped with all relevant and proper technologies. All provided conditions in the classrooms facilitate proper application of ICT during the process of teaching.

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