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## ABSTRACT

of the dissertation for the degree of Ph.D. in Philosophy

### **THE SYSTEM OF THE WORK ON THE USE OF PEDAGOGICAL INNOVATION IN PREPARATION OF PRIMARY SCHOOL TEACHER**

Specialty: 5804.01 – General pedagogy, history of pedagogy  
and education

Field of science: Pedagogy

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## **General Characteristics of the Research**

### **Relevance and study degree of the topic**

Cultivation of citizens in accordance with modern requirements depends on teachers' academic skills, teaching experience, and level of professionalism. The study of innovative work systems on the development (preparation) of the primary school teachers who actively respond to new social expectations able to accept innovations, and create educational innovations on an individual basis is particularly relevant in this regard. As the innovative movement expands in society, the analysis and generalization of the scientific-theoretical basis of the preparation of future primary school teachers for innovative pedagogical activities, not only those who have the necessary knowledge, skills, and habits but also understand and apply innovative pedagogical ideas, classification of the main features increase the relevance of the study.

The training need of a modern school, which is an original laboratory for the application of innovations, is also important in terms of studying the theoretical basis of future teachers' ability to develop new training programs independently, apply innovative technologies, and choose the most optimal pedagogical methods and tools. The difference between the system of work on competitive pedagogical innovations and traditional teacher training, generalization of specific aspects of innovative activity dictates the importance of research. Based on the experience of national and international innovative work systems, the topic is also relevant from the point of view of grouping the criteria and principles of the level of preparation of future teachers for innovative pedagogical activities.

Although the topic of the system of work on the use of pedagogical innovation in the training of primary school teachers is not involved in complex research, there are many research works of pedagogical and psychological significance that address the problem locally. In the researches of H.Ahmadov, A.Mehrabov, A.Alizade, A.Agayev, A.Pashayev and F.Rustamov, M.Ilyasov, F.Ibrahimov,

A.Abbasov, H.Alizade, L.Gasimova, R.Mahmudova, A.Abbasov, I. Jabrayilov, I.Aliyev, O.Hasanli, F.Sadigov, NRYusufbeyov and other authors, the modernization of the education system, innovations determining the effectiveness of the results of the implemented projects, considerations regarding new training technologies and other innovations were put forward. The opinions on the concept of "innovation" were substantiated.

Foreign authors F.N.Honobolin, V.I. Zyagvyazinski, V.A.Kan-Kalik, N.D.Nikandrov and A.K.Markov studied innovative pedagogical activities and dissemination of innovative experience, Y.K.Babansky and M.M.Potashnik made fundamental research of innovative quality changes in modern education systems of different countries, " The works of MSBurgin, V.Klarin, S.D.Polyakov, L.SPodimov, and A.V.Khutorsky, which have a special place in the collective presentation of "Innovation Events", are the researches devoted to this problem.

**The object** of the research is the training of primary school teachers in higher pedagogical schools.

**The subject** of the research is the system of work on the use of pedagogical innovations in the training of primary school teachers.

**The purpose** of the research is to reveal the theoretical foundations of the preparation of future primary school teachers for innovative pedagogical activities, to explain the content and characteristics of innovative pedagogical activities, the main directions of innovative processes, and to determine the content and criteria of professional training of future primary school teachers.

**Objectives** of the research: to substantiate the preparation of future primary school teachers for innovative pedagogical activities and approaches as an important pedagogical problem, to explain the essence and content of key innovative concepts, to determine the content and characteristics of innovative pedagogical activities of modern teachers, to analyze the main directions of innovative processes in primary schools, as well as to determine the criteria for preparation for professional activity, to determine the opportunities and ways of preparation of future primary school teachers for

creative innovative pedagogical activity in the teaching of pedagogical subjects.

### **Research Methods**

Analysis and generalization, comparative interpretation, retrospective, theoretical analysis, analysis-composition methods, comparison, synthesis, and systematization of historical, economic, philosophical, pedagogical-psychological didactic materials related to the problem.

### **The Main Provisions of the Dissertation Work**

- Formation of professional competence in future primary school teachers depends on the level of their mastery of pedagogical innovations;

- Preparation of future primary school teachers for innovative pedagogical activities depends on raising the level of teaching pedagogical subjects and optimizing the pedagogical process.

- Renewal of the pedagogical system on the basis of pedagogical innovations requires competent analysis and creative teachers.

- Preparation of future primary school teachers for innovative pedagogical activities requires a change in the content, technology and organizational forms of higher pedagogical education.

- Education, upbringing, and development of students, monitoring of their achievements is conditioned by the academic skills, teaching experience, level of professionalism, and readiness for innovative activities of future primary school teachers.

- Creation of an innovative learning environment that enhances the professionalism of future primary school teachers depends on innovative teaching methodologies and teaching resources that ensure the development of the thinking and personality of primary school students, taking into account their age and individual characteristics.

### **Scientific Novelty of the Research**

The dissertation defines the theoretical bases of preparation of future primary school teachers for innovative pedagogical activity, characterizes the content, technology, form of organization of innovative pedagogical activity. Conditions, structure, and criteria

for professional training of future primary school teachers are determined. The dissertation work provides a comprehensive overview of the training of a new generation of primary school teachers who are able to apply modern pedagogical thinking, intensive and extensive innovations in the pedagogical process.

### **Theoretical and Practical Significance of the Research**

The research is important in terms of further improving the theoretical basis of the system of work on the use of pedagogical innovation in the training of future primary school teachers. The results of the research can be used in higher pedagogical education institutions that train primary school teachers.

### **Approbation and Application**

39 scientific articles and theses related to the content of the research were published in the materials of republican and international scientific-practical conferences, domestic and overseas mass media recommended by the Higher Attestation Commission.

The dissertation was completed at the Department of Pedagogy of Primary Education of the Azerbaijan State Pedagogical University.

### **The structure of the dissertation.**

The dissertation consists of an introduction, two chapters, each consisting of subsection three paragraphs, a conclusion, suggestions, and a list of references. Structure of the Study

In the "Introduction" part the relevance of the topic was substantiated, the degree of the study was commented on, the purpose and objectives of the research were defined, the methods and provisions submitted for defense work were presented. Scientific innovation was substantiated, theoretical and practical significance is generalized, the approbation of research and structure of dissertation are shown.

The first paragraph of the first chapter, named "Scientific and theoretical bases of preparation of future primary school teachers for innovative pedagogical activities", devoted to the *"Essence and content of basic innovative concepts"*, the etymology of the term "innovation" attitude to the scientific opinion about It has been suggested that the linguistic root of the expression innovation comes

not from Latin<sup>1</sup>, but from the Sumerian-Turkish word "nou" (a novelty in the Russian-Sumerian dictionary), which has a history of more than five thousand years. It is noted that the scientific lexicon was first involved in the works on anthropology and ethnology in the XIX century. After the study of the problem of "innovative combinations" by economist Y. Schumpeter in 1900, the concept was approved for use in all areas of activity.

The concept of pedagogical innovation has been interpreted as an innovation that enables socio-cultural change in society, quality management of education, ensuring a competitive advantage in education, pedagogical technologies, and creative thinking. The dynamic development of distance education from 1728 to the present day is considered as an example of innovative activity. As a result of the invention of the Internet in the 1980s, the online form of education, first introduced at Stanford University in 2011, has been hailed as an innovative workplace with broad pedagogical potential for the 21st century.

The use of online forms of education in the pandemic at all stages of education in the world and in our country is the result of international innovative progress.

Within "Innovation", it is analyzed as a type of model that reflects the programs covering various areas, envisaging changes in the content and methodology of education.

In terms of content, innovations are distinguished as extensive and intensive innovations. It is substantiated that not every innovation is an innovation, only a qualitatively improved set of ideas, processes, tools, and results contained in the pedagogical system. "Innovation" is both a noun that answers the question and an action-defining verb, that is, an effective innovation that includes an activity. Innovations are divided into three stages from effective use to results:

1) development (development) of a manifestation of an idea or technology;

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<sup>1</sup>Bondarenko O.B. Modern innovative technologies in education. St. Petersburg: Electronic journal "Rono", -2016, - No. 16.

2) technical description of a new idea or technology (design);  
3) testing, assimilation, and application of new information (innovation).

5 "life cycle" cycles of innovation consisting of 3 stages:

- basic research, applied research,
- design, production (primary and widespread use),
- stages of preparation and consumption (full utilization) of new personnel for training, retraining, and use of innovations are grouped,
- characteristics of each stage are given. It has been shown that any innovation has a complete and relative innovation character.

The need arising from the specific conditions that stimulate the creation of innovations, the sources of innovative ideas manifested in this need were analyzed.

- unexpected event;
- different inconsistencies;
- needs of the pedagogical process,
- the emergence of new educational models;
- demographic factor, new forms of communication,
- the emergence of new rules of professional behavior of teachers is listed as a source of innovative ideas.

Educational innovations are conventionally grouped as general and specific innovations<sup>2</sup>.

General innovations - global concepts of modern education, optimization of the humanitarian situation and practical technologies, as well as the educational process, ICT, the application of ICT in the pedagogical process, the organization and management of pedagogical processes, etc. presented as general education innovations.

Special innovations are presented as the author's innovations, innovations implemented in accordance with modern paradigms and implemented in educational institutions.

The second paragraph of the first chapter is devoted to the study of *"Content and features of innovative pedagogical activity of*

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<sup>2</sup>Rustamov F.A. Higher education pedagogy. Tutorial. / F.Rustamov, T.Y. Dadaşova. -Baku: "Nurlan", - 2007. -568p.



*a modern teacher*". The creation of pedagogical innovations, their development, evaluation, and finally application by the pedagogical community is justified as aspects that determine the content of the innovative pedagogical activity. The necessity of pedagogical innovations and their principles, laws, means, limits of application, and other scientific features included in the pedagogical system for determination of methodological bases of innovative pedagogical activity is indicated. Innovative pedagogical activity is conditioned by the teacher's organizational skills, his ability to interact with students. The principles of five functional components of innovative pedagogical activity - gnostic, design, constructive, communicative, and organizational components are analyzed.

Preparation for innovative pedagogical activity requires the future primary school teacher to inculcate the technologies to achieve more successful learning outcomes based on theoretical knowledge and innovative experience, to improve the educational process, to inculcate qualities that will ensure the implementation of pedagogical innovations. Criteria defining these qualities - relevance, innovation, efficiency, stability, rationality, perspective - are classified, the importance of the trained personnel for an objective assessment of the quality level is indicated. The criteria for innovative pedagogical practice were differentiated according to the characteristics of research and innovation.

Complex innovative activity consisting of 4 stages in modeling of advanced pedagogical practice is characterized. The components of the four stages covering modeling, formation of the experimental model, creation of the experience, implementation of the created experience in pedagogical activity are summarized. An innovative approach to the pedagogical activity of primary school teachers serves as a tool for updating education policy. The teacher, who is not free in defining the content of the educational process during traditional training, developing new programs, using new methods and technologies in pedagogical activity, is independent in choosing and applying the quality of free, research and new technologies in an innovative pedagogical environment. The level of a teacher's use of an independent innovative work system in an environment of free

competition in education determines the real state of competitiveness. Each team takes the initiative to take advantage of innovative pedagogical activities. Competition becomes a factor for pedagogical activity. Strategic goals such as control over the situation in the education market and its forecasting, identification of potential competitors, control over the emergence of new scientific and technological achievements are relevant.

The innovative activity takes place at the level corresponding to the different creative potential of each teacher. Despite the differences, in all cases, the goal is to optimize the educational process according to the level. Optimization, which is considered to be a common innovation, is the process of selecting and implementing the best of the possible options.

The third paragraph, entitled "*The main directions of development of innovative processes in primary school*", explains the etymological and pedagogical essence, types, and structure of the concept of "Learning Technologies", which has been in scientific circulation since the 50s of the last century.

The modern directions and forms of teaching were considered, the content, principles, and conditions of the innovative work of the future teacher, which will lay the foundation for the development of primary school students as humanists, were substantiated<sup>3</sup>.

The following areas of technology for working with six-year-old children are presented:

- By revealing personal qualities in a child, conditions are created for the formation, development, and upbringing of a noble person;
- nobility (improvement) of the child's heart and soul;
- development and formation of the child's cognitive abilities;
- providing conditions for extensive and in-depth knowledge and skills;
- the ideal of self-education.

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<sup>3</sup>Amonashvili Sh.A. Reflections on humane pedagogy / - Moscow: Shalva Amonashvili Publishing House, -1995. - 496 p.

Methodological advantages of developmental education are analyzed, directions are grouped:

- The concept of the driving force of mental development;
- Category of coverage of the most recent development and age innovations;
- views on inequality in development and crisis stages;
- the concept of internalization mechanism;
- understanding of the social status of development;
- an idea about the nature of education activity;
- The concept of sign claim in the development of the psyche;
- The idea of the system-meaning structure and development of cognition.

At present, the model of personality-oriented education applied in the process of teacher training in our country and abroad has been considered, and scientific and pedagogical considerations have been generalized. The directions expressing the conceptual essence of the project on the new model are indicated:

1. Full harmonious development of the student, the formation of general skills, erudition inherent in the individual abilities of everyone;

2. Development of elementary cultural activity, acquisition of perceptual knowledge of the educational issue, identification of educational operations through control, self-control, evaluation, and self-assessment.

3. Formation of self-study preparation, which determines the level of cognitive culture and cognitive interests.

It was emphasized that success in primary education depends on innovation and the teacher's level of knowledge of how to use it. Knowledge of the methodology of using innovations, the stages of its application allow for more effective application of innovative-theoretical information. Mastering innovative methods and methods of their application are one of the strategic goals of primary school teacher training. Today's student, who has an innovative level of training, active learning methods, and experience in using them, has a chance to become an enterprising, professional, "master teacher" of tomorrow. Best practices in schools represented by highly trained

teachers are being formed and socialized. This gradually developing process, on the one hand, ensures the adaptation of learning outcomes to modern standards, competitiveness, and, on the other hand, a decent ranking of national education in international education monitoring. In general, national education is approaching international standards, the pedagogical system is improving. As a result of the research, two options for improving the pedagogical system were characterized:

1. Intensive way - by mobilizing the internal resources of the pedagogical system, applying new methods, improving the existing form and content, instilling in students the skills of independent work, involving them in self-education, etc. implies that.

2. Extensive way - involves the involvement of additional forces, time, and resources in the pedagogical process, an extension of training, expansion of programs.

Thanks to the intensive, innovative pedagogical activity expanding in our republic, innovations in the material and technical base of education, content, methodology of education and upbringing, teacher-student relations, management, their directions are grouped. It was considered expedient to categorize the main directions of these innovations as follows:

- a democratization of school;
  - humanization of the pedagogical process;
  - application of collaborative pedagogy;
  - expansion of the content of education and upbringing;
  - optimization of the educational process;
  - application of new pedagogical technologies;
  - improvement of the school management system;
  - reconstruction of the advanced training system;
  - organization of education in accordance with world standards,
- etc.

Modern learning is a dialectical process involving the acquisition and mastery of knowledge, skills, and habits, involving "the educator constantly learning, teaching the learner to learn." The innovative nature of this process requires consideration of the principles of application of pedagogical innovations.

Attitudes to the principles of innovative activity can be different and individual. Because the use of innovation depends largely on the level of the student and the knowledge and methodological skills of the teacher. Therefore, each teacher can define and take into account the principles in accordance with their meaning and experience. Interactive methods - role play, debates, word associations, brainstorming, small group work, ideas tree, decision tree, presentation, working with documents, situation practicum, sociological research, discussion, teach each other, brainstorming, mosaics, mediation, negotiations, The solution of the problem, the position, etc. The definition and application of interactive methods also depend on the teacher's skill and level of professionalism, theoretical and practical training. The teacher can include interactive methods from his / her own experience. Based on these methods, examples of lectures and seminars on specialty subjects of the department of "Pedagogy of Primary Education" of ASPU were given, the results of our observations were presented and evaluated.

The first paragraph of the second chapter, entitled "*Directions for the preparation of primary school teachers for innovative activities*", and entitled "Preparation of future primary school teachers for innovative pedagogical activities in higher pedagogical schools" defines the criteria for differentiating professionalism, the main elements of the criteria<sup>4</sup>. The criteria are systematized as follows:

- level of formation of motives of professional activity;
- self-development, conscious and creative approach to self-development, self-actualization;
- predominance of motivation in achieving success in professional-pedagogical activity;
- to pay attention to the opportunities of the educational process for personal and professional development; the need to implement innovative educational activities;

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<sup>4</sup>Ilyasov M.I. Modern problems of teacher professionalism and pedagogical competence / M.Ilyasov. -Baku: Science and education, - 2018. - 207 p.

- development of creative skills and imagination;
- to be socially and pedagogically active;
- be ready to create new values and make creative decisions;
- ability to adapt to the changing environment of the educational process, taking into account current issues;
- ability to express opinions freely without putting pressure on others in the discussion process;
- constructiveness (to see the brilliant intellectual activity of the student behind his illogical presentation, to support him, and sometimes even to direct the teacher to look for results that he did not know before);
- innovative (creative, creative) way of scientific and pedagogical thinking.

The criteria indications are grouped as follows:

- mastering fundamental knowledge;
- know the basics of modern innovations;
- to know the essence of innovation criteria, innovation criteria, features of innovations and structure of innovation activity, etc.

Innovative skills that determine the level of professionalism are analyzed; the following classification is given:

- general pedagogical skills (analytical, defining, constructive, modeling);
  - to introduce oneself;
  - to find a way out of problematic situations, to make assumptions;
  - to defend their views and ideas, to have a constructive debate and to substantiate their point of view;
  - ability to plan activities in advance;
  - ability to actualize their creative potential in activity;
  - compare, summarize, analyze and choose the most important and necessary;
  - to be aware of the advanced achievements of psychological and pedagogical sciences and to use them effectively in their activities;
  - the ability to conduct research in education;

- to approach and solve the problem in a creative way with the correct understanding;
- make the right decision as soon as possible and take responsibility for their actions;
- to use traditional and non-traditional methods in teaching and educating students;
- to determine the level of readiness for the application of innovative teaching methods, etc.

The problem of creating a model of "pedagogical support" for the individual and professional preparation of future teachers for innovative pedagogical activities is involved in the research. International theories on this subject have been analyzed and their principles have been substantiated. The "pedagogical support" model envisages the participation of future teachers in the creation and application of innovations, the conditions for their implementation, interactions, and a system of organizational measures. This model requires the joint efforts of university professors, student organizations, educators, and psychologists to ensure the individual and professional development of the future teacher. Pedagogical support is based on humanistic pedagogical principles that support a person's great self-confidence, the need to develop themselves in future professional activities and realize their potential.

The personal and professional development of a future teacher depends on the theoretical and practical knowledge acquired in higher education. It is especially important today to focus the activities of university teachers in this direction on the establishment of mutual relations with students, support for their personal and professional development, the establishment of cooperation<sup>5</sup>.

It is important to observe the following principles when modeling pedagogical support activities:

- The principle of the subjectivity of learners
- The principle of uniqueness of learners
- The principle of value relations

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<sup>5</sup>Ilyasov M.I. Basics of professional orientation / M. Ilyasov. -Baku: Translator, - 2011. - 323 p.

- The principle of unity
- Reliability, openness, and deep communication

Supporting the personal and professional development of the student the functions of the university teacher - organization, the direction of activities, presentation of ideas, coordination of work, communicative interaction and information exchange, corrective - ie individual and group consultations and assistance in the work process, analytical summarizing, self-analysis, is a complex innovative activity that involves the performance of functions such as summarizing results.

In the process of theoretical and experimental research, we have developed the following humanistic pedagogical principles in the preparation of future primary school teachers for innovative educational activities.

- to treat everyone equally;
- to agree with the value given equally to each person;
- treat each other with mutual respect;
- the principle of democracy;
- the principle of tolerance;
- the principle of continuous general and professional development of the person;
- We considered it expedient to take into account the principles of the connection of education with life and work experience

As a result of theoretical and experimental research, a model of pedagogical support for individual and professional training of teachers has been developed.

The second paragraph of the second chapter *"Improving the creative innovative pedagogical activity of future primary school teachers in the teaching of pedagogical and psychological subjects"* considers the range of pedagogical and psychological subjects in the training of primary school teachers, the subjects applied in the relevant training of foreign countries. some subjects were recommended.

The important place of teaching pedagogical-psychological subjects in the preparation of future teachers for innovative pedagogical activity was analyzed, the set objectives were



summarized. To differentiate the level of mental development and opportunities of primary school students in future teachers, to form regularities of approach according to their individual characteristics, etc. The possibility of professional qualities due to the teaching of pedagogical-psychological subjects based on advanced technologies was emphasized. Possibilities of constructive learning, application of “Creative learning” technology, which prefers individual approach and thinking in education, were interpreted as an example of personality-oriented and professionally innovative activity.

The teaching experience of foreign countries on pedagogical-psychological subjects was applied, the essence of the principles of innovative activity used in the teaching of the subject "Fundamentals of pedagogical skills" in circulation was explained.

*"Analysis of the results of the experiment on the preparation of future primary school teachers for innovative pedagogical activities"* is presented in the last paragraph of the dissertation. A theoretical model of preparing students for the pedagogical activity of primary school teachers has been developed.

Experimental stages of work	Stage basic knowledge	Presentation terms	Your job methodology	The nature of the inspection	Get ready level
Phase I - preparation;	Innovative pedagogy activity socio-cultural function about understanding;	“Pedagogy to the profession ” in the course	Independent work method	"School of the Future" project	Intuitive
II - perception;	Innovative pedagogy activity formed concept about	Experimental practice time;	Problem-seeker methods	Practice results analytical report based on	Reproductive
III - again evaluation;	Innovative pedagogy activity essence, types about	“Social-pedagogy innovations ” author's course time;	Didactic games method	"Teacher of the Future" game	Productive

	understanding and classification;				
IV - action;	Innovative pedagogy activity mastery about ways understanding;	"Innovative pedagogy activity " special author course time;	Practical methods	author business system	Systematic

The most important principle of building an experimental pedagogical system model is not a simple expression of facts, but their axiological understanding. The selection of materials and presentation methods within the developed model are determined by the individual creative development and self-development of the student - the future teacher (dialogue methods, problem games, etc.) and the goals and objectives of innovative pedagogical activity as a whole.

The goals underlying the model of the experimental pedagogical system and the principles of organizing the teaching process aimed at the planned goals have been identified. A table on the model of the experimental pedagogical system for the formation of students' preparation for innovative pedagogical activities has been compiled.

The following conclusions were made in the dissertation:

- The origin of the concept of "innovation" in the XVII century from the word "noun" in the Sumerian language, which has a history of more than five thousand years of reasoning has been put forward;

- The philosophy of the concept of "innovation" integrated into education since the 70s of the twentieth century in a broad sense, innovation in the pedagogical system in order to improve the course and outcomes of the educational process, new ideas put forward in the pedagogical system, development and integration processes, modern means the means that meet the standards and the results obtained in general;

- The strategic goal of the system of work on the use of pedagogical innovation is to train new-minded primary school

teachers with higher education based on the application of interactive teaching methods.

- "Innovative activity" is a model that reflects the "management" of education, programs covering various areas, is a rational process that provides for flexible changes in the content, methodology, and management of professional teacher training in primary school;

- The development of a citizen, a person with life skills that meets the social expectations of society depends on the training of teachers with innovative knowledge and skills;

- Innovation consists of the stages of creation, mastering, and application of scientific and technical achievements. These stages cover the "life cycle" of innovation;

- The novelty of pedagogical innovation in the process of training primary school teachers is the optimization of the entire educational environment, from educational standards, curricula, textbooks to the requirements of a competitive free economy;

- The analysis and generalizations on the content and features of the innovative pedagogical activity of a modern teacher prove the conclusion of the necessity of the following fundamentally important aspects:

- Achieving learning outcomes of future teachers in accordance with the state standard is conditioned by the combined application of pedagogical components such as gnostic, design, constructive, communicative, and organizational in the teaching process;

3. "Innovative work system" is a productive activity that combines the application of new pedagogical experience of the future primary school teacher on the basis of his / her educational experience, planning of innovative activities, and, as a result, improving the quality of education;

- In contrast to advanced traditional practice, defined by criteria such as relevance, innovation, efficiency, stability, rationality, and perspective, innovative practice is distinguished by the characteristics of research, innovation;

- An innovative approach to the training of primary school teachers requires the renewal of the educational policy, humanization

of educational content, simplification of curricula and the structure of academic subjects, the introduction of new learning technologies.

- Unlike traditional education, which restricts the free activity of the teacher in the use of new methods and technologies in pedagogical activity, the innovative approach creates a research and choice opportunity for the educator. Education is democratized, conditions for competitive pedagogical activity are provided;

- The innovative work system ensures, on the one hand, the adaptation of learning outcomes to modern standards, competitiveness, and, on the other hand, a decent rating of national education in international education monitoring.

- improvement of the pedagogical system is based on two available options - intensive and extensive:

- Taking into account the content and methods of training primary school teachers in conjunction with pedagogical and psychological sciences make it expedient a form of "personal-oriented" approach to teacher training that promises productivity.

- The result of the process of preparation of the future teacher for innovative pedagogical activity is conditioned by the degree of his / her possession of qualities determined by the individual (necessary motivation), thinking-operational, reflexive quality criteria. Personal and professional qualities such as creativity, reflexivity, communicativeness, skills such as research and organization are such qualities;

- The structure of the organization of training on the basis of a structure consisting of diagnostic and forecasting, preparation, organizational, operational, evaluation and correction stages ensures the gradual transition of students to the status of subjects of innovative activities;

- "Defining the goals and general objectives of the experimental work on the use of pedagogical innovation in the training of primary school teachers, adapting the stages of the experiment to the level of professional and personal development of students, consistently expanding their knowledge and practical skills, monitoring development dynamics is an important factor in ensuring productivity.

- It would be expedient to create an "Innovation Bank" that can support the preparation of primary school teachers for innovative activities.

The content of the dissertation is reflected in the following articles and abstracts of the author published in Azerbaijan and abroad:

1. Teacher-student cooperation as the main direction of formation of student personality // Materials of the Republican scientific conference devoted to "Teacher-student relations: pedagogical and psychological aspects". SDU. Sumgait, October 27-28, 2016, p. 166-168
2. Improving the creative innovative pedagogical activity of future primary school teachers in the teaching of pedagogical and psychological subjects // XXI Republican Scientific Conference of Doctoral Students and Young Researchers. BSU, Baku October 24-25, 2017, p. 248-251
3. Content and features of innovative pedagogical activity of the modern teacher // Materials of the Republican scientific conference on "Integration and actual problems of science in the modern world". LDU. Lankaran city December 22-23, 2017, №1, p. 292-294
4. Characteristics of innovative activity in educational institutions // Kyiv National University named after Taras Shevchenko Vydavnichiy Dim "Mova i Kultura" by Dmitry Burago Science Diploma of Dmitry Burago Ukraine, Kiev. 2017, issue 20, volume II (187). pp. 234-241
5. Features of preparing future primary school teachers for innovative pedagogical activity.// Ministry of Education and Science of Ukraine Kherson Derzhavniy University Collection of scientific practices: Pedagogical science. Ukraine, city Kherson, 2017 Issue LXXVIII (78th issue, Volume II), pp. 155-158
6. Analysis of the outcomes of the experiment on the preparation of future primary school teachers to carry out the innovative pedagogical activity. Ministry of Education and Science of Ukraine Kherson Sovereign University Collection of scientific

- practices: Pedagogical science. Ukraine, Kherson, 2018. Issue LXXXI (81 issues, Volume I). p. 183-185
7. Innovation: the essence and content of basic innovative concepts // News of the Pedagogical University. 2018, Volume 66, №2, p. 280-290
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