



PEDAGOGICAL FOUNDATIONS OF DEVELOPING THE INNOVATIVE COMPETENCE OF PRIMARY SCHOOL TEACHERS

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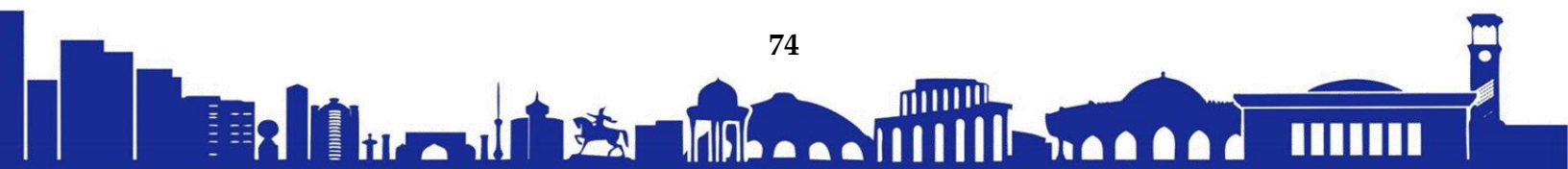
Abstract. *The article highlights the issues of developing teachers' innovative competence, as well as the theoretical and practical aspects of introducing innovations into the modern pedagogical process. The readiness of teachers for innovative activity, the importance of professional development, and the impact of using digital technologies on the quality of education are analyzed.*

Keywords: *innovation, competence, teacher, digital education, methodology.*

ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ИННОВАЦИОННОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация. *В статье раскрываются вопросы развития инновационной компетенции учителей, теоретические и практические аспекты внедрения новшеств в современный педагогический процесс. Анализируется готовность учителей к инновационной деятельности, значение повышения квалификации, а также влияние использования цифровых технологий на качество образования.*

Ключевые слова: *инновация, компетенция, учитель, цифровое образование, методика.*



Introduction. In today's era of globalization, one of the main tasks facing the education system is to enhance the professional and innovative potential of teachers. The development of society is directly dependent on the teacher's activity; the teacher must be open to innovation, possess modern methods, and be ready to impart advanced knowledge to students. Innovative competence is the teacher's ability to master new pedagogical technologies and apply them creatively in their work. Therefore, shaping teachers as innovatively thinking individuals who meet the demands of the time has become a priority direction of educational policy.

Literature review. Scientific sources indicate that the main goal of developing innovative competence is to improve the quality of education, develop creative thinking in students, and enhance professional adaptability in teachers. Therefore, it is necessary to develop innovative thinking in future teachers at an early stage in pedagogical higher education institutions, to test it in practice, and to analyze it. The theoretical foundations of developing innovative competence are based on the views of scholars such as J. Dewey, L.S. Vygotsky, A.N. Leontiev, and Sh.A. Amonashvili regarding the activity-based approach to education. According to them, creativity, reflection, and the need for self-transformation lie at the center of human activity. From this perspective, a teacher's innovative competence is also connected precisely to the conscious attitude towards change and the ability to create something new.

In recent years, many programs aimed at enhancing the innovative potential of teachers have been implemented in the education system of Uzbekistan. Decisions adopted on "Improving the system of retraining and professional development of teaching staff," the "Digital Education" concept, and the "New Uzbekistan – New Education" programs have been significant steps in this direction. As a result of these reforms, opportunities for teachers to learn modern pedagogical and digital technologies during their professional development have expanded. A teacher with developed innovative competence demonstrates the following qualities in their activity: openness to new ideas, critical analysis, ability to substantiate their opinion, learning technological innovations, understanding students' needs and finding appropriate solutions. Such a teacher acts not merely as a transmitter of information in the learning process, but as a manager of the process, an organizer of collaboration, and a stimulator of students' creative activity. The role of leaders is also important in developing innovative competence. School and college



leaders should create opportunities for teachers to show creative initiative, provide conditions for testing new methods, and disseminate advanced experiences. In an environment where innovation exists, a teacher can fully demonstrate their abilities [1].

Analysis and results. Innovative competence is the teacher's ability to accept, analyze, and effectively implement innovations in the educational process. This competence includes the following components:

- Knowledge (Cognitive) Component: Understanding the essence of pedagogical innovations;
- Practical Component: Applying new methods and technologies in the classroom;
- Reflective Component: Analyzing one's own activities, drawing correct conclusions from mistakes.

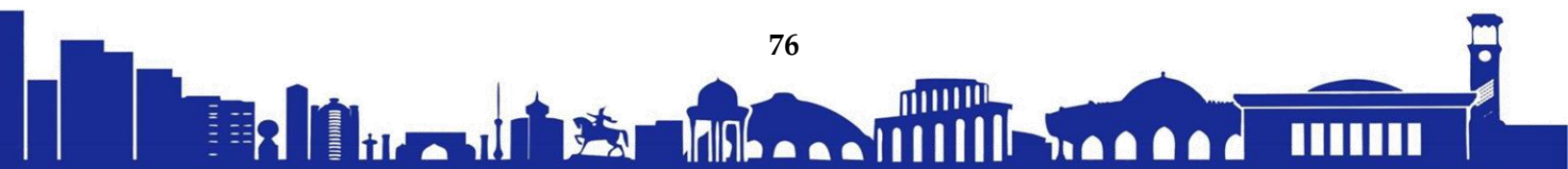
Factors in Developing Innovative Competence. A teacher's innovative competence develops under the influence of the following factors:

- Professional Development and Training: Allows for learning new methods;
- Collaborative Environment: Accelerates the learning process through experience exchange;
- Information Technologies: Online platforms and artificial intelligence tools improve the educational process;
- Self-Development: The teacher's culture of independent learning enhances innovative potential.

Main Directions of Innovative Activity. A modern teacher:

- Uses interactive methods in lessons (e.g., clusters, brainstorming, boomerang);
- Organizes lessons through digital educational tools (Google Classroom, Edmodo, Kahoot, etc.);
- Implements interdisciplinary integration based on the STEAM approach;
- Creates tasks that develop critical and creative thinking in students.

In the modern educational process, developing teachers' innovative competence is considered one of the most important issues. Innovative competence refers to the teacher's ability to apply new approaches in their professional activity, implement modern technologies in the educational process, approach problems creatively, and implement pedagogical innovations in an inventive way. Today, the renewal of the education system, the introduction of digital technologies, and the modern demands placed on teachers





necessitate the enhancement of their innovative potential.

A teacher with innovative competence can apply new methods in their work, develop students' independent thinking, and form an active social position in them. They use information and communication technologies wisely in the teaching process and apply interactive methods aimed at improving the quality of education. Such a teacher not only imparts existing knowledge but also encourages the student to explore and create innovations. The formation of innovative competence is closely linked to the teacher's professional reflection, self-improvement, openness to new ideas, and readiness for constant change [4].

The main directions for developing innovative competence in teachers include self-improvement, expanding scientific-creative activity, exchanging experiences, regularly participating in professional development courses, and implementing pedagogical innovations into practice. A crucial factor in developing innovative competence is the teacher's professional motivation and ability to critically view their own work. At the same time, creating an innovative environment in the educational institution and supporting teachers' creative initiatives by the administration is of great importance. Innovative competence consists of several components: cognitive (system of knowledge), practical (skills and abilities), communicative (ability to cooperate and communicate), personal (creativity, initiative, openness to innovation), and reflective (ability to analyze one's own activity). Each component is interconnected and comprehensively shapes the teacher's professional skill.

Trainings, seminars, conferences, and experience-sharing meetings play a significant role in developing innovative competence. A teacher should develop innovative projects in their activity, test them in the educational process, analyze the results, and continuously improve them. Such an approach increases effectiveness in the educational process and ensures the exchange of advanced experiences in working with students. In modern education, developing innovative competence includes not only the application of technological innovations but also the teacher's methodological, communicative, organizational, and personal development. A teacher must possess skills such as making independent decisions, analyzing problems, developing new ideas, and applying them in practice. A high level of innovative competence is one of the main criteria defining a teacher's professional maturity. Because in modern education, the



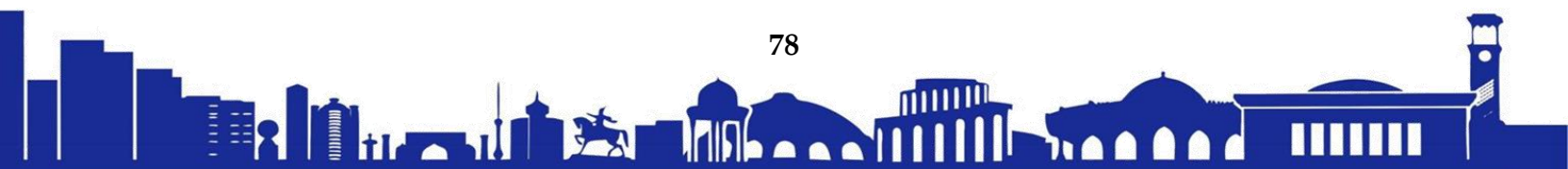


teacher emerges not only as a knowledge provider but also as a person who shapes students' creative thinking and critical approach, and manages education. Therefore, every teacher needs to organize their work based on innovative principles and continuously update their professional competence.

The process of forming innovative competence in pedagogical activity is carried out in several stages: the first stage – motivational preparation; the second stage – acquiring theoretical knowledge; the third stage – gaining practical experience; the fourth stage – analysis and self-evaluation. Each of these stages ensures the teacher's professional growth and the formation of new approaches to their work. Pedagogical technologies, interactive methods, information and communication tools, and creative projects hold a special place in developing innovative competence. For example, methods such as case study, cluster, brainstorming, aquarium, debate, portfolio broaden teachers' thinking and develop the skill of making new decisions. By applying an innovative approach in their work, the teacher influences students' personal development, independent thinking, and self-improvement culture. In this sense, innovative competence is an important criterion determining the teacher's professional effectiveness. To develop innovative competence, a teacher must possess skills of continuous learning, analyzing their own work, seeking innovations, and collaborating.

To increase the effectiveness of developing innovative competence in educational institutions, a system of continuous monitoring and evaluation should be implemented. In the evaluation process, the teacher's level of creativity, skill in using technological innovations, degree of methodological renewal, and ability to collaborate are taken into account. One of the main obstacles in developing innovative competence is teachers' fear of novelty, passivity, and resistance to change. Psychological preparation, positive motivation, and creating a collaborative environment are important to overcome such situations. Also, using international experience and analyzing advanced foreign pedagogical practices yields beneficial results in developing innovative competence. In particular, the education systems of Finland, South Korea, and Japan place special emphasis on teachers' innovative competence; in these countries, teachers are constant participants in professional development.

In the current era of globalization and digital transformation, the education system has become one of society's most important innovative fields. Therefore, the teacher is



required not only to impart existing knowledge but also to form in students the ability to create new knowledge. Innovative competence precisely meets this need – it ensures the teacher's ability to analyze their professional activity on a scientific basis, implement new approaches, and strive for continuous growth.

In the 21st century, an integral part of innovative competence is digital literacy. A teacher must be able to work effectively with online educational resources, artificial intelligence tools, and distance learning platforms (Google Classroom, Moodle, Edmodo, Zoom, etc.). The ability to correctly apply digital technologies allows the teacher to organize the educational process in a flexible, individualized, and effective manner. The teacher's openness to innovation, lack of fear of change, creative thinking, and intrinsic motivation for self-development are the main psychological factors of this process. Psychologists emphasize: teachers' innovative competence begins, first and foremost, with their inner conviction and belief that "I can create innovation." Therefore, it is important to provide psychological support to teachers in educational institutions and to appreciate their initiatives. In European countries, training teachers in innovative competence is based on the principle of "lifelong learning." In Finland, every teacher participates in professional development courses at least twice a year. In South Korea, "EduTech" centers operate for educators, conducting training on working with digital tools. The education system of Uzbekistan is gradually adopting these experiences.

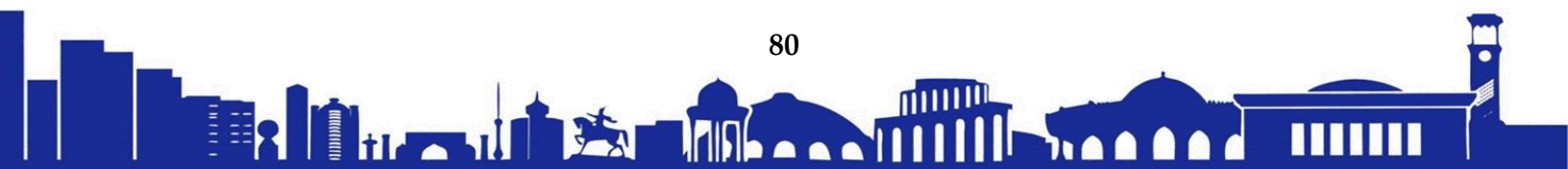
Currently, the teacher's professional activity is integrally linked to the rapidly changing demands of society, which has made developing innovative competence a necessity. Innovative competence is defined by the teacher's ability to accept innovations, implement them in practice, and strive to improve their work. This competence serves as a foundation for the teacher's professional development, ensuring they provide education to students based on a modern approach. A teacher with developed innovative competence can quickly adapt to changes in education and is not afraid to apply new methodologies. Such a teacher relies on a scientific approach in their work, conducts experimental trials, and develops new methods based on analysis. The teacher's innovative competence helps them develop independent thinking, creativity, and initiative in students. The formation of innovative competence includes effectively managing the educational process, presenting educational material in new ways, and applying interactive approaches. The teacher must actively use digital technologies in their professional development and



organize lessons based on advanced information tools. At the same time, digital literacy is considered an integral component of innovative competence. The teacher's ability to work with modern technologies also arouses students' interest in innovations. A teacher with developed innovative competence gains the ability not only to transmit new knowledge to students but also to create it. The teacher's level of creativity and skill in approaching problems in unconventional ways are also among the main indicators of this competence. A creative approach activates students and makes the teacher's lesson process interesting, interactive, and effective. Innovative competence strengthens the teacher's critical thinking and activates the process of professional reflection. An educator who can evaluate their own work identifies shortcomings and seeks innovations to eliminate them.

Exchanging experiences among teachers, developing projects together, and collaborative learning strengthen innovative competence. Professional learning communities are an important factor in expanding teachers' knowledge and developing new ways of thinking. In developing innovative competence, the teacher's psychological readiness and positive attitude towards innovation are crucial. An educator who is not afraid of change and is open to innovation can adapt their work to the demands of the time in any situation. To develop innovative competence, a teacher must possess readiness for continuous learning, intellectual activity, and intrinsic motivation. The teacher's desire for self-development and willingness to learn new experiences stimulates innovative thinking. Professional development courses, online trainings, and webinars are of great importance in enhancing innovative competence. These courses update the teacher's knowledge, increase skills in using digital technologies, and teach modern methodologies. State programs aimed at developing teachers' innovative competence have also been developed in Uzbekistan's education system.

For example, the "Innovative Teacher" project encourages educators to think in new ways and implement modern approaches. Additionally, online platforms organized for educators enable experience exchange and learning about innovations. Teachers' innovative competence creates a competitive and quality educational environment in the school. In a team with developed innovative competence, teachers learn from each other, exchange ideas, and improve the learning process. If a teacher uses scientific research methods in their work, this further strengthens their innovative competence. Small experimental trials help the teacher scientifically substantiate their own methodology.

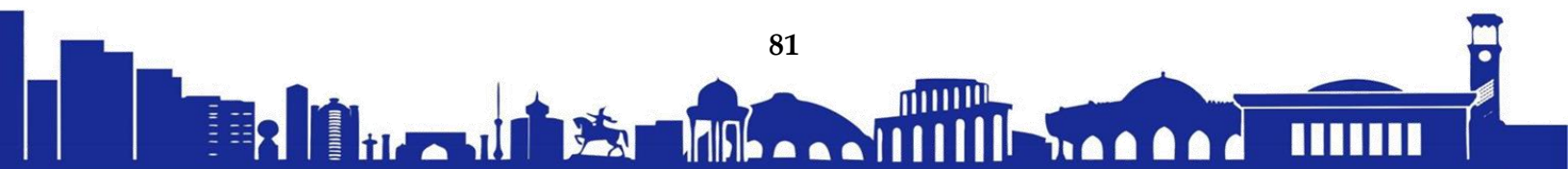




Innovative competence ensures that the teacher becomes not only knowledgeable but also an analytical thinker. Such a teacher emerges as a leader who thinks on the same level as their students and encourages them to explore. The formation of innovative competence also increases students' motivation to learn. Because a modern, creative teacher organizes lessons according to the needs of the students. In developing innovative competence, it is important to listen to students' opinions and consider their suggestions. This approach makes education interactive and collaboration-based. To develop innovative competence in teachers, continuous encouragement by the educational institution's administration is necessary. An incentive system increases teachers' motivation to implement innovations. Educators with developed innovative competence become the leading teachers of their school, serving as role models for others. Innovative activity compels the teacher to constantly explore and work on themselves, ensuring their professional growth [2; 3].

In the process of developing innovative competence, relying on national values and folk pedagogy is also an important factor. Because every innovation must be compatible with national educational traditions. The teacher's innovative competence also directly influences the increase in the level of social culture. This competence transforms the educator into an active, thinking, and socially responsible individual in modern society. Developing innovative competence also enhances the teacher's communicative culture. Because effective communication and collective exchange of ideas play an important role in the process of creating innovation. Innovative competence is a harmonious form of the teacher's professional thinking, technological proficiency, and social activity. As the teacher develops this competence, they serve as an example of innovative thinking for their students. The rise of innovative competence is directly linked to improving the quality of education and realizing the creative potential of students. Thus, developing teachers' innovative competence is one of the most important priorities of the modern education system.

Conclusion. Developing teachers' innovative competence is a continuous process that ensures not only personal growth but also the development of the entire education system. Innovatively thinking, deeply mastering modern technologies, and creative teachers are the foundation of societal progress. Therefore, developing innovative competence in the education system is considered a strategically important task. Developing teachers' innovative competence is the main factor determining the quality





indicator of the education system. An innovative teacher organizes their work according to modern requirements and fosters new ways of thinking and creativity in students. Therefore, it is necessary to support the continuous professional growth of teachers in the educational process, teach them to work with modern technologies, and create an innovative environment

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