

THE IMPORTANCE OF INNOVATIVE TECHNOLOGIES IN DEVELOPING THE CREATIVE ABILITY OF PRIMARY SCHOOL STUDENTS

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ANNOTATION

This article highlights the success of the promotion of new innovative technologies and theoretical knowledge about their importance among primary school teachers, the emergence of the need and interest in their study by the teaching staff, as well as individual educators. The article provides information on how to combine practical skills and knowledge with theoretical knowledge, the organization of primary school lessons on the basis of new innovative technologies.

Keywords: elementary school, innovative technologies, knowledge, education, efficiency, creativity.

INTRODUCTION

Organization of primary school lessons on the basis of interactive teaching methods, effective use of pedagogical technologies in the organization of educational work in them, as well as pedagogical aimed at achieving effectiveness in the education and upbringing of primary school students is a process of activity in which a number of pedagogical tasks must be solved[25].

They include:

- Creation of certain conditions for the organization of primary school lessons on the basis of new innovative technologies[8];
- Organization of special training seminars for teachers of primary labor education classes aimed at revealing the essence of new innovative technologies;
- To achieve their mastery of the basics of pedagogical technology;
- Fostering a creative approach to the organization of educational activities in primary school teachers[15];
- To develop the skills and abilities of primary school teachers to organize on the basis of innovative approaches;
- Achieving the organization of educational work by primary school teachers on the basis of new innovative technologies;

- Improving the skills of primary school teachers in the organization of pedagogical activities on a technological basis;

- Ensuring the effectiveness of primary school lessons[26].

The success of the promotion of new innovative technologies and theoretical knowledge about their essence among primary school teachers is determined by the need and interest of the pedagogical team, as well as individual educators in their study[11].

Encouragement, in turn, encourages action. Initially, the exercise is based on the retention of exercises, which provides teachers with the necessary skills to organize their activities in accordance with technological ideas. Regular training, the organization of the activity in a rhythmic way, over time, the ability to increase its speed, turn the acquired skills into skills[6]. Ensuring that practical skills and competencies are combined with theoretical knowledge provides some experience in organizing pedagogical activities based on a technological approach. Only in this way will it be possible to organize a continuous, consistent practice based on a new approach[18]. It is advisable to conduct a regular special analysis to determine the effectiveness of this activity.

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Ensuring that practical skills and competencies are combined with theoretical knowledge provides some experience in organizing pedagogical activities based on a technological approach. Only in this way will it be possible to organize a continuous, consistent practice based on a new approach[30]. It is advisable to conduct a regular special analysis to determine the effectiveness of this activity.

The formation of the skills of primary school teachers to organize pedagogical activity on the basis of new innovative technologies is based on the following principles:

1. The only goal is to organize primary school lessons on the basis of new innovative technologies[23].
2. Consistent, purposeful, systematic and continuous efforts to organize primary school lessons on the basis of new innovative technologies.
3. To take into account the existing conditions and subjective approaches in the organization of primary school lessons on the basis of new innovative technologies[4].
4. Free demonstration of pedagogical skills and abilities.
5. Popularization of new experiences.
6. Unit of theoretical and practical activity.
7. Cooperation with donor organizations of foreign countries in the organization of primary school classes on the basis of new innovative technologies, etc.

The organization of primary school lessons on the basis of new innovative technologies is based on the following factors[37]:

1. Objective Factors:

- Creation of material and technical base for primary school lessons;
- The educational process is provided with the necessary technical and informational tools;
- The organization of pedagogical monitoring (database) in primary school, enriched with special literature[35];

2. Subjective Factors:

- There is an internal need and interest in the study of the essence of pedagogical technology in primary school teachers;
- They are motivated to use pedagogical technologies in their work;
- Awareness of the essence of pedagogical technology in primary school teachers;
- Have the skills and abilities to organize their activities on the basis of a technological approach[2];
- The ability of primary school teachers to use pedagogical technology in their pedagogical activities;
- The level of skills of primary school teachers in the organization of pedagogical activity on the basis of new innovative technologies is determined in accordance with the following indicators:

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