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# THE NEED TO TRAIN FUTURE TEACHERS TO METHODICALLY IMPROVE THE EFFICIENCY OF LEARNING LESSONS BASED ON AN INNOVATIVE APPROACH

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### Abstract

This article covers the theoretical and methodological foundations of training future primary school teachers to methodologically improve the efficiency of learning lessons based on an innovative approach. The study scientifically analyzes the issues of developing methodological competence based on modern pedagogical education paradigms, in particular, the competency-based approach, constructivist education theory, and the ideas of innovative pedagogy. It also substantiates the didactic possibilities of using innovative technologies in organizing learning lessons and their impact on the quality of primary education. The scientific research used theoretical analysis, comparative analysis and generalization methods, and the results show that improving the professional training of future teachers based on an innovative approach serves to increase educational efficiency.

**Keywords:** Innovative approach, methodological competence, primary education, teaching lessons, pedagogical technologies, professional training, constructivism, competency-based approach, quality of education, reflection.

### Introduction

The reforms being implemented in the modern education system are placing new demands on the content and quality of pedagogical activity. As a result of digital

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transformation, globalization, and the rapid development of science and technology, the goal of education is not limited to the acquisition of theoretical knowledge, but is focused on the development of independent thinking, problem solving, creative approach and life competencies of the individual. This process also requires fundamental changes in the system of training pedagogical personnel. In particular, improving the methodological training of future primary school teachers based on an innovative approach is emerging as one of the most pressing scientific and practical issues in today's pedagogy.

Primary education is the foundation of the continuous education system. It is at this stage that students' reading literacy, cognitive activity, logical thinking, speech culture and reading competence are formed. Reading lessons are one of the main tools in the development of these competencies. Therefore, the effective scientific and methodological organization of reading lessons directly affects not only students' results in the subject, but also their success in subsequent stages of education. Achieving such a result requires the training of teachers who have modern methodological competencies, master innovative pedagogical technologies and are able to adapt them to practice. In recent years, the results of international assessment programs, in particular, PIRLS and PISA studies, show that the development of students' skills in understanding, analyzing and using the text in practical activities is one of the important criteria for the quality of education. This requires a review of the content and methodology of teaching lessons, their organization on the basis of a competency-based approach, and the training of future teachers in accordance with these requirements. If the teacher does not know modern assessment criteria, international methodological approaches, and innovative pedagogical technologies, it becomes difficult to form reading literacy in students in accordance with international standards.

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**Literature analysis and methodology.** The issue of preparing future teachers for professional activity based on an innovative approach has been studied by many foreign and domestic scientists as one of the priority scientific areas of pedagogical science. An analysis of scientific literature shows that modern development trends in pedagogical education are directly related to the development of methodological competence of teachers, preparation for innovative pedagogical activity, and the integration of modern technologies into the educational process. In research in this area, the professional training of a teacher is considered one of the main factors determining the quality of education and the learning outcomes of students. Among foreign scholars, J. Dewey interpreted education as an activity based on experience, justifying the need to develop students' independent thinking and ability to solve problem situations. In his opinion, the educational process should not be a transfer of ready-made knowledge, but an activity that serves to enrich the life experience of the individual. The socio-constructivist theory developed by L.S. Vygotsky scientifically substantiates the formation of knowledge in the process of active social communication and collaborative activity of the individual. This theory constitutes the theoretical basis of modern interactive methods and collaborative learning technologies.

The scientific works of Uzbek scientists also served as an important theoretical basis for this study. O.K. Tolipov and M. Usmonboyeva developed the theoretical foundations of pedagogical technologies, widely covered the didactic possibilities of designing the pedagogical process and using innovative methods. N. Egamberdiyeva, having studied the theoretical foundations of pedagogical competence and professional training, emphasizes that the development of the methodological culture of the teacher is an important factor in the quality of education. R. Ishmuhamedov's scientific works are devoted to substantiating the effectiveness of interactive methods and innovative pedagogical technologies in the educational process, and the possibilities of their application in the primary

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education system are widely covered. N. Muslimov, on the other hand, develops technologies for the development of professional competence on a scientific basis and shows the need to improve the content of pedagogical education based on a competency-based approach.

The methodological basis of the study was the systematic approach, the competency-based approach, the concept of person-centered education, the activity-based approach, and the constructivist theory of education. The systematic approach made it possible to analyze the process of methodological training of future teachers as a holistic pedagogical system consisting of interrelated components. The competency-based approach, on the other hand, served as the basis for interpreting methodological training not as the acquisition of theoretical knowledge, but as the process of forming competencies that serve the successful implementation of professional activities. While the activity-based approach served to scientifically substantiate the development of methodological competence in the process of practical pedagogical activity, the constructivist approach revealed the didactic essence of innovative methods aimed at organizing the active cognitive activity of students in reading lessons.

### Discussion and results

The need for an innovative approach is explained, first of all, by the inability of the traditional educational model to fully meet modern needs. While in traditional teaching, the student is considered more as an assimilator of ready-made knowledge, innovative pedagogy recognizes the learner as an active subject of knowledge. Such an approach requires the teacher to design the educational process, select interactive methods, take into account the individual capabilities of students, and organize education on a reflexive basis. Therefore, the formation of methodological training of future teachers on an innovative basis is not only an important factor in teaching new methods, but also in developing their pedagogical thinking, increasing professional flexibility, and revealing their

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creative potential. The need to train future teachers on the basis of an innovative approach is also associated with the transition to a competency-based model of education. According to the competency-based approach, the professional success of a teacher is determined not by the volume of his theoretical knowledge, but by the ability to effectively apply this knowledge in real pedagogical situations. From this point of view, methodological competence is one of the main components of the professional competence of a future teacher. This competence includes the teacher's ability to design a lesson on a scientific basis, select educational content, use modern methods, manage students' educational activities and evaluate educational results. An innovative approach serves as an effective mechanism for the development of these competencies.

Another important factor determining the necessity of the research topic is the widespread introduction of information and communication technologies into the education system. Digital educational platforms, electronic textbooks, virtual learning environments, artificial intelligence-based educational tools and multimedia resources require new professional competencies from the teacher. Now the teacher must not only have excellent knowledge of subject methodology, but also effectively use the capabilities of digital pedagogy, enrich the content of education with electronic resources and be able to create a digital environment that meets the individual educational needs of students. Therefore, the development of innovative and digital competencies in the process of training future teachers is one of the priority tasks. An innovative approach is also important in developing the research competence of future teachers. A modern teacher must constantly analyze his activities, identify existing methodological problems, develop scientifically based solutions and continuously improve his pedagogical activities. Such qualities are formed on the basis of a reflexive approach, scientific research and innovative thinking. Therefore, training future teachers based on an innovative approach, along with developing their

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methodological competence, also serves to form a scientific worldview and a culture of professional self-development.

As a result of the theoretical analyses and comparative study of scientific and methodological sources carried out during the study, the scientific and pedagogical foundations of training future primary school teachers to methodologically improve the effectiveness of teaching lessons based on an innovative approach were identified. The results obtained showed that the effectiveness of this training process depends on the development of methodological competence in harmony with modern educational paradigms. It was scientifically substantiated that in order to effectively organize teaching lessons, a future teacher must not only master the methodology of the subject, but also have the skills to select innovative pedagogical technologies, adapt them to the age and individual characteristics of students, and evaluate educational results based on a competency-based approach.

As a result of theoretical analyses, the structural structure of methodological competence was clarified. It was described as a holistic system consisting of the mutual integration of motivational, cognitive, operational-active and reflexive components. The motivational component expresses the future teacher's interest in innovative activities and the desire for professional development, while the cognitive component encompasses theoretical knowledge of modern pedagogical technologies, didactic principles and teaching methods. The operational-active component includes the skills of applying innovative methods in practice, designing training sessions and making methodological decisions in pedagogical situations. The reflexive component expresses the teacher's need to analyze, evaluate and improve his own activities. The harmonious development of these components has been shown to be the main factor determining the effectiveness of methodological training.

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### Conclusion

Thus, the need to prepare future primary school teachers for methodological improvement of the effectiveness of reading lessons based on an innovative approach is determined by the strategic goals of modern education, the requirements of international assessment programs, the priority of the competency-based approach, the development of digital pedagogy, and the new social order imposed on the teaching profession. Meeting this need on a scientific basis is an important condition for developing the professional competence of future teachers, improving the quality of primary education, and forming reading literacy in students at the level of modern requirements. In general, the results of the study confirmed that the preparation of future primary school teachers for methodological improvement of the effectiveness of reading lessons based on an innovative approach is an important pedagogical factor in improving the quality of education. The innovative approach has emerged as a scientific and methodological basis that serves to develop all components of methodological competence, organize pedagogical activities in accordance with modern requirements, and ensure the effectiveness of reading lessons in primary education.

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