

**ACQUIRING TEACHERS WITH INNOVATIVE TECHNOLOGIES AS AN
IMPORTANT PROBLEM OF MODERN EDUCATION**

OLGA KOMAR

Doctor of pedagogical sciences, professor

TETYANA GRITCHENKO

PhD in Pedagogy, associate professor

Pavlo Tychyna Uman State Pedagogical
University

The global changes taking place in the world community and, in particular, in Ukraine, require significant changes in the educational system: the principles, forms and methods of organizing the educational process, such as the development and implementation of modern educational technologies for education and training. In our case these are the interactive technologies. One of the strategic tasks of modern school reform is its reorientation to the pupil's personal development.

The question of the requirements for the teacher as a leading, managing link of the educational process is not new and is closely linked in the literature with the definition of the teacher's role in society, his social function. It was researched by thinkers and teachers of the past (G. Skovoroda, K. Ushynsky, L. Tolstoy, N. Krupska, S. Makarenko, etc.) and modernity (V. Bespalko, I. Bekh, V. Bondar, I. Zyazyun, L. Koval, O. Komar, I. Dychkivska, S. Lytvynenko, N. Pavlenko, D. Pashchenko, O. Pometun, O. Savchenko, S. Sysoev, I. Shaposhnikova, etc.).

Society is interested in taking away from the vast experience accumulated in the centuries-long history of mankind, the most valuable, necessary for the young generation assimilation, in various ways, and mainly through school and teacher, to broadcast it to the young people consciousness.

In a pedagogical, narrower and more direct, meaning, a teacher is a specialist who conducts educational work with pupils in general education schools of different types. In Egypt, Babylon and other countries of the ancient East, teachers were priests. In Ancient Greece freelance citizens became teachers. In the Roman Empire, the teacher was a public official, who was appointed on behalf of the emperor. In the Middle Ages, the teacher's duties were performed by priests, monks, and later in the cities by hired people. The activities of a modern teacher include pupils' teaching and upbringing at school, classroom leadership, extracurricular activities, communication with parents, and propaganda of pedagogical knowledge. Teacher training in Ukraine is carried out at universities, pedagogical institutes and pedagogical colleges.

Current modernization of higher pedagogical education system primarily involves the updating of axiological and technological approaches in retraining future teachers and primary school teachers in particular, to use innovative professional activities.

The new pedagogical thinking, which clearly manifests itself in innovative educational activities, as evidenced by real educational practice, is not a psychologically painless process for the pedagogical community. It shows the phenomenon of anti-innovation barriers that impede a new pedagogical orientation and overcoming of which serves a professionally important task. Thus, according to specially conducted studies, only 40% of young teachers have a high level of the ability development to overcome anti-innovation barriers, while 57% have not clearly identified such ability. According to research results, 37% of young teachers are afraid of possible difficulties in innovations in their professional activities. An effective way of overcoming such anti-innovative considerations is the retraining innovative activities system for primary school teachers. An important link in the teachers' retraining is the

introduction of innovative learning technologies in the educational process of the institution, including interactive technologies.

It is obvious that the main issue of the agenda with such teachers training is their skills mastery of individual's development and self-development, which is largely solved by introducing innovative technologies into the IPPE, innovative organizations.

To achieve this goal, the teacher needs to know the essence of innovative pedagogical technologies, the possibility and feasibility of using each of them in the educational process in primary school, the specifics of their application, depending on pupils' age and personality characteristics. Among the most current technologies of the present are interactive which should be mastered by future educators in the learning process and transferred to the primary school formation. Modern teachers should consciously and professionally apply individual, collective, game and discussion forms of interactive technologies in the educational and cognitive activities of junior pupils, alternate and combine them with different types of training to achieve the best results.

REALIZATION AND REFORM ON ENHANCING SOCIAL PROTECTION OF CITIZENS

Kutybaeva Elizavetta Duysenbaevna - Doctor of Law, Professor of Karakalpak State University

Mukhitdinova Firyuza Abdurashidovna - Doctor of Law, Professor of Tashkent State Law University

Burkhanhadzhaeva Khurshid - Candidate of Law, Associate Professor of Tashkent State Law University

Annotation. This article provides a brief analysis of the role and importance of democratic institutions in Uzbekistan, and their relevance is increasingly increasing in the context of systemic reforms on the way "from national revival to national prosperity". The article substantiates that in Uzbekistan, on the basis of the Strategy for Action, through deep statements by the President of the country Shavkat Mirziyoyev, new approaches to the realization of human rights, the process of transformation, the importance of ongoing reforms in the life of the state.

Keywords: Uzbekistan, civil society, modernization, non-governmental organizations, reforms, human rights.