

TECHNOLOGY OF ORIENTATION OF TEACHERS TO INNOVATIVE ACTIVITY IN TEACHING THE SUBJECT OF PEDAGOGY, INNOVATION AND INTEGRATION OF PRIMARY EDUCATION

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Pedagogy of primary education - upbringing, education of primary school students, the study of their specific psychological and physiological characteristics, as well as their intellectual, spiritual, moral and physical development studies issues. In a technological and digital-based learning environment, pedagogical innovation is a matter of integrating many levels of analysis, from individual to societal, and traditional to most innovative teaching and learning approaches. The pressure to increase equity and improve educational outcomes for students is growing around the world. Teaching practices, in contrast to student background variables such as socio-economic status and cultural capital, are factors affecting student learning that are more readily modifiable. Moreover, additional professional practices have received attention, especially those that help transform the school into a professional learning community. The need for a greater knowledge of how people learn and how technology may be utilized to help them learn is also covered, with a closing section on how creativity and innovation must deal with "mundane" educational concerns on a daily basis. The main program promotes relevant, purposeful, and worthwhile learning opportunities. Children's curiosity and passion must shape experiences if they are to engage children. This entails selecting subjects, topics, projects, or study areas depending on what you already know. Children are developing and executing a plan that is motivated by their interest. That isn't to say that a free-form, ever-changing scavenger hunt for solutions to the day's question. The integration is facilitated by children's natural curiosity. It is the duty of the instructor to build a plan that will provide the scope and depth required to ensure a worthwhile educational experience. All kids will have a great time. As the instructor constructs appropriate learning experiences, it becomes clear that not all curricular knowledge can be integrated. The introduction of place value in mathematics, for example, does not have to be tied to the project and could be better taught using concrete materials intended particularly to aid in the development of mathematical concepts. After being grasped, the concept of place value could be linked into other activities and its real-world links highlighted. The subject, theme, or topic of study must be something that children regard as purposeful and worthwhile in order for the curriculum to come alive for the children and the instructor. Their curiosity will then drive them to inquire, depict, and reflect on what they've learned. Theme studies are one method of integrating the curriculum. The model being used determines the meaning of theme. The objective of this text is not to recommend one model over another. Teachers may have acquired training in a certain model and are proficient in its application. In rare circumstances, a model may have been embraced by the entire team. Rich learning possibilities are provided when theme development begins with children and includes them throughout the planning process. Integrated topic studies give the teacher and the students a common focus, as well as a sense of purpose and community in the classroom. Choosing study themes based on the interests of the youngsters fosters motivation and excitement for learning. It is emphasized that, over the course of its lengthy history, the concept of integration in the instructional process has evolved fast, taking on diverse forms and content. There is currently a system of viewpoints and ways for defining integration in the pedagogical process, which reveals various features of its content. According to the article, integration occurs when instruction and upbringing are combined within a shared strategy and well-organized content process, resulting in pupils gaining knowledge and skills. The author provides examples of pedagogical academics' perspectives on the concept of integration in training and rearing that emerge at various stages as science and education progress.

Innovative teaching strategies don't always mean introducing the latest and greatest technology into the classroom. Instead, innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and address real problems to promote equitable learning. It's a prevalent misconception that educational innovation is solely dependent on technical improvements. In practice,

however, educational innovation goes beyond technical expertise. Human nature and propensity are equivalent with the words "innovation" and "learning." Both of these words are inextricably linked to one another. While the pressure to innovate has never been greater, it is a well-known reality that learning drives invention. A child's tendency to ask questions must be preserved and propagated. Innovation in education is walking outside of the box, questioning our methods and approaches to encourage all learners' success. This difference can be little or can demand groundbreaking changes. In any case, it enables the learning community to practice innovative learning. Quite often, due to the continuous changes taking place in the world, quite often, the current curriculum and examination fail to meet the practical learning requirements of society. Also, they impose performance pressure and pressure of failure in a slow manner, giving the idea behind assessments a different, unsuccessful meaning. If it's the art of learning things, then the current curriculum should be more flexible. Also, it must involve the encouragement of the use of technology and to learn by exploring. It should reward risks and failures and give lesser validations via grades. Innovation in education should teach us to look ahead of our current practices and make way for newer approaches. Teachers build the spirit and nature of the room. Innovative teaching ideas, which support learning, questioning, exploring, and taking risks, form the foundation of innovative education. For example, giving responsibility to learners is an excellent learning method. Experimentally, once a teacher let primary school students pick their chapter to study and asked them to develop practical use cases and real-life connections of the topic they learned in the lesson at the end. Another teacher asked students to self-assess their work and understand where they made a mistake or a wrong assumption.

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