

## **IMPROVING THE PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONDITIONS OF MODERNIZATION OF HIGHER PEDAGOGICAL EDUCATION**

**Muhsinjon Mamadalievich Yusupov**

Kokand DPI senior teacher

**Annotation:** The article discusses the role and importance of continuous pedagogical practice in the formation of professional competence of future teachers, as well as the peculiarities of this practice in the formation of primary school teachers.

**Keywords:** educational practice, professional competence, methodological support, integration.

Raising the system of higher education of the Republic of Uzbekistan to the level of quality of education of developed countries and gaining prestigious positions in the world level until 2030 is one of the urgent tasks of the state for education. The implementation of such ambitious tasks requires significant investment in education and training of highly qualified pedagogical personnel, reforming the content of education on the basis of today's socio - economic requirements, and increasing the authority of the teacher in society. The fact that the president of the Republic of Uzbekistan declared 2023 as the "year of attention and quality education to man" in his address to the country's parliament on December 20, 2022 shows the relevance of this task. In his speech, the president said, " first of all, we will focus on supporting education, which is the largest investment for New Uzbekistan. Salvation - in education, salvation – in upbringing, salvation-in knowledge. Because all our noble goals are achieved thanks to knowledge and upbringing."he emphasizes.

Achieving the ambitious goals pursued requires the training of primary school teachers, the foundation of general Secondary Education, who have a high scientific potential that meets the requirements of the time, are able to meet market requirements during periods of mobility, growing economic growth. The increasing demand for the level of training of primary school teachers objectively leads to the introduction of new technologies and developing educational techniques into the content of Education. The improvement and rapid updating of educational programs, textbooks, which are documents reflecting the content of education in general secondary schools, especially in primary classes, necessitates a revision of the content and essence of teacher training even in higher pedagogical education. Because, in the current conditions, one of the important tasks of training quality personnel is to change educational paradigms in teaching. Already in developed mamalakats (especially since 2005, in the research results of pedagogical science), the path was taken from the paradigm of teaching (transfer of information), the paradigm of giving way, teaching (giving competencies-moving opportunities).

One of the urgent tasks of today's rapidly developing social society is to raise the level of professional competence of the future teacher in the system of higher education, to prepare a free and clear-minded educator in the educational process, able to apply new educational technologies to independent practice. If this problem is solved firstly, a teacher with a professional competence has a positive effect on the formation of students ' creative abilities in the process of educational and educational work; secondly, they achieve the best results in their professional activities; thirdly, he will have the skills to

put his professional capabilities into practice. Especially the current one requires the introduction of innovations into the educational environment, an increase in the content, methods and forms of education, requirements for the quality of Education, a complication of the content of the lesson – an increase in permanent professional competence and the formation of the readiness of the future teacher for professional activity.

Qualification (educational) practice, which is an integral part of the educational program, also plays an important role in the formation of the first professional competence of future teachers. During the period of educational practice, the student, together with the strengthening of his knowledge in theoretical disciplines in the audience, is determined in the qualification requirements General, General, professional V.B. acquires competencies as well as skills. The following can be attributed to the competencies that the student needs to master during the period of conducting educational practice:

UK-1 the ability of students to use philosophical and socio – humanitarian knowledge to form a scientific worldview;

UK - 4 ability to communicate in Uzbek and foreign languages (oral and written) to solve interpersonal and intercultural interaction;

Awareness of the social significance of the future profession of UKK-1, mastery of motivation in the implementation of professional activities;

Readiness for the implementation of education in subject programs in accordance with the requirements of KK-1 DTS.

The student who occupies these competencies is the following:

Will learn on UK-1:

- philosophical and socio-humanitarian categories and concepts;  
will have skills:
- applies philosophical and socio-humanitarian knowledge in mastering subjects outside the curriculum;  
having mastered:
- the foundations of philosophical and socio-humanitarian knowledge for the formation of a scientific worldview.

On UK-4:

- has sufficient knowledge of Uzbek and foreign languages in resolving interpersonal and intercultural interaction;
- interpersonal and intercultural interactions have the ability to communicate in oral and written form;
- acquired the skill of communicating in oral and written form in interpersonal and intercultural interaction.

To form a clear competence, the presence of sufficient conditions that apply to this competence serves as an effective factor for the student to fully exercise his capabilities, self-develop, adapt to the profession of his choice. Competencies are systematically developed and supplemented, expanded and strengthened as a result of the subjects of study (in lectures, seminars and practical classes) and the experience gained during the period of educational activity in relation to the time of the student's arrival at the first university. Achieving high results in the process of practice is mandatory and competitive subjects taught in the first semester of the 1st Year (“introduction to the specialty”,

“education in Primary Education”, “General Psychology”, “Mediasavodkhanate and Information Culture” V.B.) will be inextricably linked with the content of. In the practical practice of the practitioner, the BCCS, which these subjects occupy as a basis, provide practical assistance in mastering the content of the subjects that will be spent in the next semester and courses, in mastering the initial professional skills. Therefore, the student is distinguished by the development of pedagogical professional skills, the ability to attract a high level of self-professional activity, love for an individual specific profession, individual methods of activity.

Professional competencies of the future teacher The Republic of Uzbekistan according to the “concept for the development of the higher education system of the Republic of Uzbekistan until 2030” approved by the Presidential Decree of October 8, 2019, 85% of higher educational institutions in the country are planned to gradually switch to the credit-module system by 2030. In accordance with this concept, we can observe that almost all higher education institutions in the country begin to operate in the credit-modular system. The development of variational science programs in each area (direction) in order to acquaint future primary school teachers with the peculiarities of primary professional activity in higher education and to grow them as specialists with professional competence is also an urgent issue today. It is in the science program that it should be clearly defined which competencies of the future primary school teacher will be formed, taking into account the qualification requirements.

A new approach in the training of pedagogical personnel corresponding to the requirements of the time in universities, the use of interactive techniques in the educational process will serve to increase the professional competence of the future primary school teacher. In our opinion, when teaching future primary school teachers, it will be appropriate to use the following methods and techniques:

- Organization of lecture sessions in an interactive problematic form, especially during the lesson using the “question and answer” method; use of short presentations prepared on the student side according to a plan of this topic V.B.;
- implementation of such forms as “Circle table”, “training workshop”, where students work with interest to demonstrate their independently prepared development in solving issues related to the specialty in seminars and practical classes; case-discussion, use of video footage for analysis of pedagogical situations;
- role-playing and business Games, keys, the use of” mental attack ” techniques in the educational processes of universities that lead to the development of activity, creativity, creativity of students;
- Organization of classes in the form of seminar-training, master class, seminar-praktikum to increase the professional competence of the future primary school teacher;
- providing electronic educational resources, multimedia tools, electronic and educational activities to students, providing internet addresses and sites with accurate information when conducting lectures and practical classes;
- the use of elements of imitation, reflection, relaxation in some practical activities;
- the implementation of a new approach to control and objective assessment of the achievements of students ensures its reliability and reliability.

When commenting on innovative methods of education, it will be appropriate to highlight the peculiarities of the possibilities of using group forms of work with students in the educational process. Especially now we can see that in the teaching system, Singaporean “cooperative learning methods” are widely used in the educational process. This method is based on a group form of work, differing in a psychologically comfortable, safe environment for students, the application of various forms of Education. The cooperative method has a well-thought-out form of group work, in which the educational process is based on stages, and the accuracy in the execution of instructions is counted

among its distinctive features. The main goal of the cooperative method implies the development of critical thinking and creative thinking in students. Therefore, teaching in a cooperative way, while being an effective tool for students to complete assignments in practical classes, encourages them to carry out research work on the topic and carry out problematic assignments, project work of various manifestations. The most important thing is that when the cooperative method is used, the teacher's task in the lesson process changes. Here he acts as a facilitator: monitors their search for a solution on their own, involving students in independent work in solving problem situations (with the help of keys), controls the educational process. It is also worth noting that the significant aspect of using the Singapore teaching system in the training of future primary school teachers in the profession is that this method is significant in the fact that its various forms of education are widely used in the teaching of primary classes of the present day, in combination with didactic, role-playing, imitation games.

The improvement of the preparation of primary school teachers for the profession largely depends on the content of educational programs. We can see that in our country and foreign countries, research is being carried out on the integration processes that are being used in different ways of teaching subjects and the content of Education. In this case, we can see that the specialist is being trained in the teaching of existing disciplines in the departments, referring to the rules of mutual internal integration. The creation of a new generation of textbooks in general secondary education and the transition of universities to the credit and modular system Primary Education (direction: 60110500) we see that the curriculum developed for the 2022-2023 academic year focuses on the rules of inter – subject integration. Especially for the 1st courses, the introduction into the curriculum of the subjects of the specialty, mediasavodholic and Information Culture, Education in primary education, psychology, pedagogy, theoretical and teaching methodology created the need to improve the content of subject programs. The problem is usually the methodology of teaching the native language, the methodology of teaching mathematics, the methodology of teaching technology V.B. subjects were put on the lesson schedule after teaching from the 3rd year after the completion of pedagogical science, in the curriculum approved on August 27, 2022 (1. block of compulsory subjects) native language - reading literacy and methods of its teaching, mathematics and methods of its teaching are provided for teaching from the 1st Year 2nd semester. Such a situation is completely contrary to the principles of science, systematicity, sequence of the theory of Education. The student will have an understanding of the essence, content, method, forms of Organization of education in the educational theory module of pedagogical science. In the process of educational practice, he strengthens, analyzes, tests the theoretical knowledge gained in the audience and draws conclusions by conducting research work. If the disciplines of methodology are taught before the disciplines of pedagogy and psychology do not correspond to the principle of the relationship of continuity, systematicity, theory and practice as a result, the student has certain difficulties in mastering the aforementioned disciplines. Because, given that each subject is focused on the development of certain professional competencies, by itself, the student will not receive sufficient knowledge in the profession of his choice. Taking into account the above, it will be advisable to revise the sequence of disciplines in the curriculum, take into account and improve the integration of disciplines.

One of the important areas of further improvement of the training of primary school teachers is the formation of research and creativity skills in future teachers from the time they are studying at the University. During the period of qualification practice, the student conducts research on his course, project and BMI and seeks non-standard solutions to problems in a modern school and develops stages of troubleshooting. Involving students in research activities requires taking into account individuality and the possibilities of the educational process. Naturally, such management of the educational process is necessary to take into account the capabilities of talented students in the development of promising plans of the department, develop special programs for them and provide for the student's motives in research work.

In conclusion, improving the content of training of future professionally mature specialists in the field of primary education in the Republic of Uzbekistan at the level of requirements of the time is determined by the following areas:

- creation of organizational and information and technical conditions using modern information technologies for the design and implementation of individual educational actions of students within the framework of all educational departments;
- development of a personal-professional program of individual development of talented students;
- emphasis on personal research activities in independent work of students;
- application of the form of lessons in harmony with practice: round table, master class, training V.B.;
- improving and improving the effectiveness of qualification practice;
- it is the involvement of professors and teachers of this field in research work;
- to study the best practices in developed countries and to develop ways to make the most of them.

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