

IMPROVING PROFESSIONAL TRAINING OF FUTURE PRIMARY CLASS TEACHERS IN THE MODERNIZATION OF HIGHER PEDAGOGICAL EDUCATION

Muhsinjon Mamadalievich Yusupov

Senior teacher of KSPI

ARTICLE INFO.

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

Abstract

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

<http://www.gospodarkainnowacje.pl/> © 2024 LWAB.

Raising the higher education system of the Republic of Uzbekistan to the level of education quality of developed countries and occupying prestigious places on the world scale by 2030 is considered one of the urgent tasks of the state for education. The implementation of such huge tasks requires a large investment in education and the training of highly qualified pedagogic personnel, reforming the content of education based on today's social and economic requirements, and increasing the authority of teachers in society. The fact that the President of the Republic of Uzbekistan declared 2023 as "the year of human attention and quality education" in his address to the country's parliament on December 20, 2022 shows the urgency of this task. In his speech, the President said, "First of all, we will focus on supporting education, which is the biggest investment for New Uzbekistan. Salvation is in education, salvation is in upbringing, salvation is in knowledge. Because all our noble goals are achieved through education and education. emphasizes that.

Achieving the ambitious goals requires the training of elementary school teachers who have a high scientific potential that meets the requirements of the times, who can meet the demands of the market in the period of mobility, developing economic growth, and who are the foundation of general secondary education. Increasing requirements for the level of training of primary school teachers objectively leads to the introduction of new technologies and developmental educational methods into the educational content. The improvement and rapid updating of curriculums and textbooks, which are documents reflecting the content of education in general secondary schools, especially in elementary schools, requires reconsideration of the content and essence of teacher training in higher pedagogical education. Because, in the current conditions, one of the important tasks of quality personnel training is to change educational paradigms in teaching. In developed countries (especially in the research results of pedagogy since 2005) there has been a shift from the paradigm of teaching (transfer of information) to the paradigm of guidance and training (providing competences-activating opportunities).

Increasing the level of professional competence of the future teacher in the higher education system, training a pedagogue who can think freely and clearly in the educational process, and who can apply new educational technologies to independent practice is one of the urgent tasks of today's rapidly

developing social society, which is waiting for its solution. If this problem is solved, firstly, a professionally competent teacher will have a positive effect on the formation of students' creative abilities in the process of educational work; secondly, achieve the best results in their professional activities; thirdly, he will have the skills to put his professional capabilities into practice. Especially nowadays, the introduction of innovations into the educational environment, the increasing demands for the content, methods and forms of education, the quality of education, and the increasing complexity of the lesson structure require the continuous improvement of professional competence and the preparation of the future teacher for professional activities.

Qualified (educational) practice, which is an integral part of the educational program, plays an important role in forming the initial professional competence of future teachers. During the training period, the student strengthens the knowledge gained from theoretical subjects in the auditorium, as well as general cultural, general professional, professional, etc. specified in the qualification requirements. acquires competencies and skills. Competencies that must be mastered by the student during the training period include the following:

UK-1 students' ability to use philosophical and social-humanitarian knowledge to form a scientific outlook;

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

Understanding the social importance of UKK-1 future profession, gaining motivation in the implementation of professional activities;

KK-1 Willingness to carry out education in science programs according to the requirements of DTS.

A student who has acquired these competencies:

On UK-1 will learn:

✓ philosophical and social-humanitarian categories and concepts;

will be able to:

✓ applies philosophical and socio-humanitarian knowledge in mastering subjects outside the curriculum;

mastered:

✓ the foundations of philosophical and social-humanitarian knowledge for the formation of a scientific outlook.

According to UK-4:

✓ knows Uzbek and foreign languages sufficiently to resolve interpersonal and intercultural interactions;

✓ have the ability to communicate orally and in writing in interpersonal and intercultural interactions;

✓ acquired oral and written communication skills in interpersonal and intercultural interactions.

Sufficient conditions related to this competency to form a specific competency serve as an effective factor for the student to fully utilize his/her potential, self-development, and adaptation to the profession of his/her choice. Competencies are systematically developed, supplemented, expanded and strengthened as a result of the experiences acquired during the course of educational subjects (in lectures, seminars and practical sessions) and educational practice, compared to the time of the student's arrival at the first higher education institution. Achieving high results during the internship is inextricably linked with the content of compulsory and elective subjects taught in the first semester of the 1st year ("Introduction to specialization", "Education in primary education", "General psychology",

"Media literacy and information culture", etc.). BKMs, which are based on these subjects in the educational practice of the practitioner, will provide practical support for understanding the contents of the subjects to be taught in the next semesters and courses, and for acquiring the initial professional skills. At the same time, the student is distinguished by the development of pedagogical professional skills, the ability to involve oneself in professional activities at a high level, love for an individual unique profession, and individual methods of activity.

Professional competencies of the future teacher According to the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, 85% of the higher education institutions in the country are planned to gradually transition to the credit-module system by 2030. According to this concept, the country's we can observe that almost all higher education institutions have begun to operate in the credit-module system. In higher education, it is also necessary to introduce future elementary school teachers to the specifics of the initial professional activity and to develop variable science programs in each field (direction) in order to train them to become professionally competent specialists. It is considered an urgent issue of today. It is necessary to clearly define which competencies of the future elementary school teacher will be formed, taking into account the qualification requirements in the science program

A new approach to the training of pedagogic personnel that meets the requirements of the times in HEIs, the use of interactive methods in the educational process serves to increase the professional competence of the future elementary school teacher. In our opinion, it is appropriate to use the following methods and techniques in training future primary school teachers:

- organization of lecture sessions in an interactive problem-based form, especially using the "question-answer" method during the lesson; use of short presentations prepared by students on a plan of this topic, etc.;
- implementation of such forms as "round table" and "educational workshop" in seminars and practical sessions where students can demonstrate their independently prepared work in solving issues related to their specialty; use of case studies and videos for discussion, discussion, analysis of pedagogical situations;
- the use of role-playing and business games, cases, "brainstorming" methods in educational and educational processes of HEIs, which lead to the development of students' activity, creativity, and creativity;
- organization of training in the form of a seminar-training, master-class, seminar-practicum to increase the professional competence of the future primary school teacher;
- providing electronic educational resources, multimedia tools, electronic and OUM of basic lecture classes to students during lectures and practical sessions, clearly providing Internet addresses and sites;
- use of elements of imitation, reflection, relaxation in some practical exercises;
- the implementation of a new approach to monitoring student achievements and objective assessment ensures its reliability and credibility.

When expressing an opinion about innovative educational methods, it is appropriate to emphasize the specific features of the possibilities of using forms of group work with students in the educational process. In particular, we can see that Singaporean "cooperative learning methods" are widely used in the educational process in the current teaching system. This method is based on the form of group work, it is distinguished by a psychologically comfortable, safe environment for students, and the use of various forms of education. The cooperative method has a well-thought-out form of group work, the educational process is based on stages and accuracy in the implementation of instructions is one of its

characteristics. The main goal of the cooperative method is to develop critical thinking and creative thinking in students. At the same time, cooperative teaching is an effective tool for students to complete tasks in practical training, and encourages them to conduct scientific research on the subject and to complete problem assignments and various types of project work. The most important thing is that when the cooperative method is used, the role of the teacher in the teaching process changes. Here he acts as a facilitator: he monitors the educational process by engaging students in independent work while solving problem situations (with the help of cases). It should also be noted that the importance of using the Singaporean teaching system in the preparation of future primary school teachers for their profession is that this method is significant in today's primary school education due to its wide use of didactic, role-playing, and simulation games in combination with various forms of education.

The improvement of professional training of primary school teachers largely depends on the content of educational programs. We can see that in our country and in foreign countries, research is being conducted on the integration processes of educational subjects and educational content, which are used in different ways. In this case, we can see that in the teaching of the existing subjects in the specialized departments, they are taught with the rules of mutual internal integration in mind. The creation of new generation textbooks in general secondary education and the transition of HEIs to the credit-module system Primary education (direction: 60110500) We can see that the curriculum developed for the 2022-2023 academic year focuses on the rules of interdisciplinary integration. Especially for the 1st courses, the inclusion of the subjects of media literacy and information culture, education, psychology, pedagogy, theoretical and teaching methods in the curriculum created a need to improve the content of science programs. The problem is that the methodology usually refers to mother tongue teaching methodology, mathematics teaching methodology, technology teaching methodology, etc. subjects are included in the lesson schedule after the 3rd year after the completion of pedagogy, in the curriculum approved on August 27, 2022 (block 1 of compulsory subjects) Mother tongue - reading literacy and its teaching methodology, Mathematics and its teaching methodology from the 1st year, 2nd semester training is provided. Such a situation is completely contrary to the principles of scientific, systematic, sequential theory of education. In the educational theory module of pedagogy, the student will get an understanding of the essence, content, method, and forms of educational organization of the educational process. In the process of educational practice, he strengthens the theoretical knowledge he has acquired in the audience, analyzes, tests and draws conclusions by conducting research. If the science of methodology is taught before the science of pedagogy and psychology, it does not correspond to the principle of coherence, systematicity, interdependence of theory and practice. Because, taking into account that each subject is aimed at the development of certain professional competences, a student cannot get enough knowledge about his chosen profession by himself. Taking into account the above, it is appropriate to revise the sequence of subjects in the curriculum, take into account and improve the integration of subjects.

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 higher education institutions. During the internship, the student conducts research on his/her course, project, and BMI, and searches for non-standard solutions to problems in the modern school and develops problem solving steps. Involvement of students in scientific-research work requires taking into account individuality and the possibilities of the educational process. Naturally, such management of the educational process should take into account the capabilities of talented students, develop special programs for them, and take into account the student's motives in scientific and research work.

In conclusion, improvement of the content of training of future professionals in the field of primary education in the Republic of Uzbekistan to the level of modern requirements is determined by the following directions:

- ✓ creation of organizational-informational and technical conditions using modern information

technologies to design and implement individual educational actions of students within all educational departments;

- ✓ development of a personal-professional program of individual development of talented students;
- ✓ emphasizing personal research activities in students' independent work;
- ✓ application of the form of lessons in harmony with practice: round table, master class, training, etc.;
- ✓ increasing and improving the efficiency of professional practice;
- ✓ involving professors and teachers of this field in scientific research works;
- ✓ to study best practices in developed countries and develop ways of their effective use.

LITERATURE

1. Баева, Г.И. Формирование теоретических основ профессиональной компетентности будущего педагога. Методическая разработка Электронный ресурс. Режим доступа: <http://revolution.allbest.ru/>. 18.04.2009.
2. Байденко, В.И. Болонские реформы: некоторые уроки Европы Текст. / В.И. Байденко // Высшее образование сегодня. 2004. - № 2. — С. 14 — 19.
3. Башкатов И. П., Сергеева Т. А. Механизмы внедрения инноваций в практику профессионального образования столицы // Профессиональное образование. Столица (прил. «Научные исследования в образовании»). -2011. - № 9. - С. 13-18.
4. Бережнова Е. В. Основы учебно-исследовательской деятельности студентов: учебник. - М.: Просвещение, 2006. - С. 195.
5. Вилькеев, Д.В. Формирование профессионального мышления у студентов педагогического вуза Текст. / Д.В. Вилькеев // Формирование и развитие профессионального сознания студентов / Под ред. Г.В. Аكوпова. Самара: ГПИ, 1991.-С. 68-75.
6. Yusupov, M. M. (2021). Educational Practice as a Tool in the Formation of Professional Competence of Future Primary Education Teachers. *International Journal on Orange Technologies*, 3(4), 301-305.
7. Nizamova, S. U., Isakov, S. Z., & Yusupov, M. M. (2022). Historical And Linguistic Study Of Uzbek Nicknames. *Journal of Positive School Psychology*, 150-158.
8. Yusupov, M. M. (2022). The issue of scientific and methodological support of students during the period of continuous educational practice. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 11(09), 209-213.
9. Mamadaliyevich, Y. M., & Shaxzoda, N. (2022). YOSHLARNI OILAVIY HAYOTGA TAYYORLASH. ILM-FAN TARAQQIYOTIDA ZAMONAVIY QARASHLAR: MUAMMO VA YECHIMLAR, 149-151.
10. Tolipov, R., & Yusupov, M. (2022). THE ROLE AND IMPORTANCE OF THE FORM OF EDUCATION IN IMPROVING THE EFFECTIVENESS OF THE LESSON. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1633-1637.
11. THE NEWSPAPER" SADOI FERGHANA" IS THE NEWSPAPER OF THE FERGHANA REGION YM Mamadaliyevich, TR Mamasolievich *Galaxy International Interdisciplinary Research Journal* 10 (12), 1236-1240
12. Alijonovna, M. D. (2023). Terms-language wealth. *INTERNATIONAL JOURNAL OF INCLUSIVE AND SUSTAINABLE EDUCATION*, 2(3), 58-62.

13. Alijonovna, M. D., & Gozalkhan, Y. (2022). IMPLEMENTATION OF INTERDISCIPLINARITY IN THE TEACHING OF READING AND NATURAL SCIENCES. *Galaxy International Interdisciplinary Research Journal*, 10(12), 1628-1632.
14. Alijonovna, M. D. (2022). THE ROLE OF TERMS IN LINGUISTICS. *Spectrum Journal of Innovation, Reforms and Development*, 9, 144-152.
15. BADIY MATNDA QISHLOQ XO‘JALIGIGA OID TERMINLARNING USLUBIY XOSLANISH IMKONIYATLARI MD Alijonovna Qo‘qon DPI. *Ilmiy xabarlar* 3, 169-174
16. Abdulkhayeva, M. The Role of Dictations in the Development of Students' Written Speech in the First Class. *International Journal of Innovative Research in Science, Engineering and Technology*.
17. Mirhojiddinova, J. D., Shavkatovna, A. M., & Alijonovna, M. D. (2022). Lingupoetic Features Of Unconventional Combinations And Agricultural Terms In Literary Texts. *Journal of Positive School Psychology*, 6(11), 1599-1604.
18. Abdulxayeva, M. (2023). ONA TILI VA O ‘QISH SAVODXONLIGI DARSLARIDA DIDAKTIK METODLARNING TUTGAN O ‘RNI. *Scienceweb academic papers collection*.
19. Musharrafa, A. (2023). Relationship of Mother Language and Reading Literacy with Natural Science. *World of Science: Journal on Modern Research Methodologies*, 2(3), 78-82.
20. Abdulkhayeva, M. The Role of Dictations in the Development of Students' Written Speech in the First Class. *International Journal of Innovative Research in Science, Engineering and Technology*.
21. Abdulxayeva, M. (2023). O‘Z DIKTANT YOKI YODDAN YOZUV DIKTANTI. *Interpretation and researches*, 1(1).
22. Abdulxayeva, M. (2023). AKTdan foydalangan holda diktant olish metodikasi. *Scienceweb academic papers collection*.
23. Musharraf, A. (2023). EDUCATIONAL DICTATION AND ITS TYPES. *Open Access Repository*, 9(6), 211-216.
24. Abdulxayeva, M. (2023). EDUCATIONAL DICTATION AND ITS TYPES. *NOVATEUR PUBLICATIONS JournalNX-A Multidisciplinary Peer ReviewedJournal*.
25. Абдулхаева, М., & Эргашалиева, С. (2023). РОЛЬ «УЗБЕКСКИХ НАРОДНЫХ СКАЗОК» НА УЧЕБНЫХ УРОКАХ. *Talqin va tadqiqotlar*, 1(20).
26. Musharraf, A. (2023). METHODOLOGY OF RECEIVING DICTATIONS USING DIFFERENT METHODS IN PRIMARY CLASSES. *INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022*, 2(23), 122-127.
27. Musharraf, A. (2023). THE ROLE OF DIDACTIC METHODS IN MOTHER LANGUAGE AND READING LITERACY LESSONS. *Open Access Repository*, 9(11), 105-108.
28. Go'zalkhan, Y. (2023). METHODOLOGY OF TEACHING SCIENCE IN PRIMARY GRADES. *Conferencea*, 18-21.