



Improving The Professional Training Of Teachers Of The Future Primary Class In The Conditions Of Modernization Of Higher Pedagogical Education

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<p>CC License CC-BY-NC-SA 4.0</p>	<p style="text-align: center;">Abstract</p> <p>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.</p> <p>Key words: <i>educational practice, professional competence, methodological support, integration.</i></p>
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Introduction

Raising the higher education system of the Republic of Uzbekistan to the level of the quality of education of developed countries and holding prestigious positions in the world economy until 2030 is considered one of the urgent tasks of the state for education. The implementation of such colossal tasks requires a large investment in education and the training of highly qualified pedagogical personnel, the reform of the content of education on the basis of the socio - economic requirements of today, as well as increasing the prestige of the teacher in society. The fact that the president of the Republic of Uzbekistan, in his address to the Parliament of the country of December 20, 2022, declared 2023 as the "year of attention and quality education of a person" indicates the relevance of this task. In his speech, the president said that " first of all, we will focus on supporting education, which is the largest investment for the new Uzbekistan. Salvation - in education, salvation – in education, salvation-in knowledge. Because all our noble goals are achieved thanks to knowledge and upbringing."he notes.

Achieving the ambitious goals requires higher education to further improve the quality of training of primary school teachers, the foundation of general Secondary Education, which has a high scientific potential that meets the requirements of the time, mobility, can meet market requirements during a period of developing economic growth. The increased requirements for the level of training of primary school teachers objectively lead to the introduction of new technologies and developing educational methods into the content of Education. Curricula, a document reflecting the content of education in schools of general secondary education, especially in primary classes, improving and quickly updating textbooks on the basis of today's requirements, also necessitate a revision of the content and essence of teacher training 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 advanced mamalakats (especially in the research results of pedagogical science since 2005), the path has been shifted from the teaching paradigm (information transmission), to the guiding, teaching paradigm (giving competencies-moving opportunities).

Main part

To increase the level of professional competence of the future teacher in the higher education system, to prepare an educator who is free and clear-minded in the educational process, able to independently practice new educational technologies, is one of the urgent tasks of today's rapidly progressive social Society, which is waiting for its solution. If this problem is solved, first, a teacher with professional competence will have a positive effect on the formation of students' creative abilities in the process of educational work; secondly, he will achieve the best results in his professional activities; thirdly, he will have the skills to put his professional capabilities into practice. Especially now is the emergence of innovations in the educational environment, an increase in educational content, methods and forms, requirements for the quality of Education, a complication of lesson content – the emergence of an increase in continuous professional competence and the formation of the readiness of the future teacher for professional activities.

Qualification (training) practice, which is an integral part of the educational program, also has an important place in the formation of the first professional competence of future teachers. In the period of educational practice, the student is a universal, universal, professional V, defined in the qualification requirements, along with strengthening the knowledge gained in theoretical subjects in the audience. b. acquires competencies as well as skills. The following can be included in the competencies that the student needs to master during the period of passing the educational practice:

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

UK - 4 skills to be able to communicate in Uzbek and foreign languages (oral and written form) to resolve interpersonal and intercultural interactions;

The realization of the social significance of the future profession of UKK-1, the acquisition of motivation in the implementation of professional activities;

Readiness to carry out training in science programs in accordance with the requirements of KK-1 DTS.

The student who holds these competencies is the following:

On UK-1 will learn:

- philosophical and socio – humanitarian categories and concepts;

will acquire the skill:

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

acquired:

-the foundations of philosophical and socio-humanitarian knowledge for the formation of a scientific worldview.

UK - 4.:

- adequate knowledge of Uzbek and foreign languages in resolving interpersonal and intercultural interactions;

- interpersonal and intercultural interactions have the skills to communicate in oral and written form;

- acquired the skill of communicating in oral and written form in interpersonal and intercultural interactions.

To form a clear competence, the presence of a sufficient level of conditions related to this competence serves as an effective factor for the student to fully exploit his capabilities, develop himself, adapt to the profession of his choice. Competencies are systematically developed, replenished, expanded and strengthened as a result of educational subjects (in lectures, seminars and practical classes) and acquired experiences during the educational practice in relation to the time of the student's arrival at the first OSM. Achieving high results in the process of practice are compulsory and elective subjects taught in the first semester of the 1st year ("Introduction to the specialty", "upbringing in primary education", "general psychology", "mediasavodkhanism and Information Culture" v.b.) will be inextricably linked with the content of . In the educational practice of practitioners, the BKMS that these subjects occupy in the framework will serve as the basis for their understanding of the content of the subjects that will be taken in the next semester and courses, for their acquisition of initial professional skills. At the same time, the student is characterized by the development of pedagogical professional skills, the ability to engage in a high level of self-professional activity, affection for an individual specific profession, methods of individual activity.

Professional competencies of the future teacher according to the "concept of 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 dated October 8, 2019, 85% of higher educational institutions in the country are planned to be gradually transferred to the credit-modular system until 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. In higher education, the development of variative science programs in each area (direction) in order to familiarize future primary school teachers with the peculiarities of early professional activity and grow them as professional competency specialists is also an urgent issue of today. It is in the science program that it should be clearly determined which competencies of the future elementary 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 the OSMS, 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 will be advisable to use the following methods and techniques when teaching future primary school teachers:

- Organization of lecture sessions in an interactive problematic form, especially the use of the "question and answer" method during the lesson; the use of short presentations prepared on the student side on some plan of this topic v.b.;
- implementation of such forms as "Circle table", "training workshop", in which students work with interest to demonstrate their independently prepared developments in solving issues related to the specialty; bah s-case-stage for the analysis of discussion, pedagogical situations, use of video footage;
- role-playing and business Games in educational processes of OSMS, which lead to the development of activity, creativity, creativity of students, keys, the use of " mental cell " methods;
- Organization of classes in the form of a seminar-training, master class, seminar-internship in order to increase the professional competence of the future elementary school teacher;
- providing e-learning resources, multimedia tools, electronic and Oum of base lecture sessions to students, giving clear Internet addresses and sites when conducting lectures and practical classes;
- the use of elements of imitation, reflection, relaxation in certain practical activities;
- the implementation of a new approach to the control and objective assessment of the achievements of students ensures its reliability and reliability.

When innovation comments on educational methods, it is advisable to highlight the peculiarities of the possibilities of using group forms of work with students in the educational process. In particular, we can see that currently in the teaching system, Singaporean "cooperative education methods" are widely used in the educational process. This method is based on a form of group work, which is distinguished by a psychologically comfortable, safe environment for students, the use of various forms of Education. The cooperative method has a well-thought-out group work form, and the fact that the educational process is based on stages, and the accuracy in the execution of instructions, is counted from its distinctive features. The main goal of the cooperative method is to develop critical thinking and creative thinking in students. Co-op teaching, therefore, while being an effective tool for students to complete assignments in practical classes, encourages them to do research work on the subject and to carry out problematic assignments, project work of different appearance. The most important thing is that when the cooperative method is applied, the teacher's task in the course process changes. Here it acts as a facilitator: it monitors the students in solving problem situations (with the help of keys) to search for the solution themselves, involving them in independent work, controlling the educational process. It is also worth noting that the significant aspect of using the Singaporean teaching system in the preparation of future primary teachers for the profession is that this method is significant for its wide use in the training of modern primary classes with a harmonious combination of didactic, role-playing, imitation games of its various forms of Education.

The improvement of the preparation of primary school teachers for the profession largely depends on the content of the educational programs. In our country and foreign countries, we can see that research is being carried out on the integration processes of educational subjects and educational content, which are used in different ways. In this we can see that the specialist is trained in the teaching of the existing subjects in the issuing departments, with the provision of rules of mutual internal integration. We can see that the creation of a new generation of textbooks in general secondary education and the transition of OSMS to a credit – modular system in the educational plan developed for the academic year of primary education (direction: 60110500) 2022-2023 focuses on the rules of inter-subject integration. In particular, the introduction to the specialty for courses 1, the culture of mediasavodkhanism and information, upbringing in primary education, the introduction of psychology, pedagogy, theory and teaching methodology into the curriculum created a need to improve the content of science programs. The problem is usually the methodology related to native language teaching methodology, mathematics teaching methodology, technology teaching methodology v.b. if the subjects were put on the schedule of classes after teaching from the 3rd year upon completion of pedagogy, then on August 27, 2022, the approved curriculum (1. compulsory subjects block) the subjects of mother tongue - reading literacy and methodology of its teaching, mathematics and methodology of its teaching are provided for teaching from the 2nd semester of the 1st year. This situation is completely

contrary to the principles of learning theory of science, systemicity, succession. 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, it strengthens the theoretical knowledge gained in the audience, analyzes, tests and draws conclusions by conducting research work. If the methodological sciences are taught before the disciplines of pedagogy and psychology do not correspond to the principle of continuity, systemality, interrelationship of theory and practice as a result, the student will have certain difficulties in mastering the aforementioned disciplines. Because, given that each subject is focused on the development of certain professional competencies in itself, the student cannot receive sufficient knowledge in the profession of his choice. Taking into account the above, it will be advisable 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 in them from the time they are studying at the OSM. The student conducts research on his course, project and BMI during the period of qualification practice and seeks non-standard solutions to problems in a modern school and develops stages of troubleshooting. The involvement of students in research requires taking into account individuality and the possibilities of the educational process. Naturally, such management of the educational process in the development of promising plans of the department, it is necessary to take into account the capabilities of talented students, develop special programs for them and provide for the motives of the student in research work.

Conclusion

In conclusion, the improvement of the content of training of professional mature specialists in the field of primary education in the Republic of Uzbekistan at the level of modern requirements is determined by the following directions:

- 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 gifted students;
- emphasis on personal research activities in independent work of students;
- application of the form of classes 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 advanced experiences in developed countries and develop ways to make the most of them.

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