

IMPROVING THE SCIENTIFIC-THEORETICAL BASIS OF PRIMARY EDUCATION TEACHER TRAINING

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NamSU Methodology of the Theory of Education and
Upbringing (Primary Education) Master's Student

ANNOTATION

This article is about improving the scientific-theoretical basis of training primary education teachers for the young generation to grow up physically and mentally.

Keywords: Education, communicative competence, methodical, pedagogical, psychological.

INTRODUCTION

The goal of developing an independent-minded, creative and highly spiritual person is definitely embedded in the focus of attention as a priority direction of state policy. In the 5 important initiatives put forward by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, the tasks set for establishing work in the social, spiritual and educational spheres on the basis of a new system are important measures related to the education of young people. requires the execution of events. as well as on June 17, 2018 "Youth is our future" State Program" and August 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" in the Decree No. PF-5712 on youth education the fact that the complex tasks aimed to find expression shows that the issue is gaining urgent importance in the life of the society and the nation.

The requirements mentioned in these documents depend on the essence of the innovative changes achieved in the continuing education system and mainly apply to the primary education process. because at this stage, students are armed with the basics of literacy, numeracy, work skills and elements of personal spirituality. therefore, the modern education system, its goals and tasks should be compatible with the solution of the problem set before the educational process that serves the development of our country. these subjects in the modern education system, in particular, the creative activity of elementary school teachers, require regular improvement in accordance with the level of development of the society. The effective use of the national education methods, values and traditions of the people, the contribution of great thinkers to the world civilization, and the rich spiritual heritage in the spiritual-ethical and aesthetic education of the young generation will definitely have a positive result. therefore, at the core of the concept of education is "certain guidance, understanding, principle, valuable path that provides the necessary conditions for the development of a person's mind (in the emotional and mental areas that inspire practical activities of a social nature) and character" complainthe idea of influence for the purpose of formation lies.best experiences in national educational science create ample opportunities to turn primary school teachers into active participants of the social society. in this, "embodying the highest spiritual and physical perfection characteristic of mankind", "raising a healthy generation in our renewing society", "forming the spirituality of a free citizen", "by raising spiritual and educational work to a high level for the purpose of raising mature peopleachievement is the essence of the educational

methodology. The state policy aimed at the education of spiritually mature and mature youth is closely related to the methods of spiritual and moral education, and this process is the independent thinking of students at all levels of the continuous education system, especially in the higher education system. , creativity and intellectualis carried out in order to increase the potential. in this regard, the following comments of our President Sh.M. Mirziyoyev are worthy of attention: "All the reforms and changes implemented in our country, large-scale programs are aimed at a single and great goal. from perfect upbringing consists of" .when it comes to organizing the creative activities of future elementary school teachers, it is appropriate to determine what creativity is, and then to choose the criteria for organizing creative activities. The concept of "creativity" is considered the analytical basis of many sciences. the importance of this ability is important in determining its meaning. The concept includes such meanings as "creative attitude", "creative activity", "creative work", "creative person", "creative identity". At the end of the 19th century, views on the concept of creativity were put forward by many philosophers, each of whom has his own individuality and variety of thinking. therefore, creativity is "human activity that creates new material and spiritual values of social importance." "Creativity is one of the forms of human activity aimed at eliminating contradictions, for which objective (social, moral) and subjective personal conditions (knowledge, skills, creative ability) etc. is necessary, the result of which is the profession of innovation and progress is enough" Creativity is an activity, the emergence of new material and spiritual values is its result." Humanity's self-awareness as a subject of creativity has determined new directions for considering the problems and concepts of creativity. philosophers study the essence of human creative activity, problems of epistemological and general methodological features. Accordingly, in the local philosophy of the 20th century, the goal of trying to solve the problem of "CREATIVE MAN" was leading. for the further substantive description of creative pedagogical activity, it is necessary to refer to the concept of "creativity" - creativity, which is considered the central link of the considered category. one of the developers of the theory of creativity is E. P. Torrens, who defines creativity as the process of emergence of sensitivity to problems, lack of knowledge, their inconsistency, inconsistency; Dj. Gilford based on his model of creativity factor

distinguishes: originality, semantic flexibility, figurative flexibility and semantic self-generated flexibility insufficient methodological support for organizing the creative activity of future elementary school teachers;

- lack of motivation to conduct seminar-training and master classes aimed at developing communicative competence and assimilation of innovations related to the field, in addition to directing students to creative activities in the educational process;

- lack of attention to the formation of knowledge, skills and competences in the effective use of information technologies in the performance of tasks and exercises related to creativity, creation of electronic educational resources, etc.

In the book "Teacher's Pedagogical Creativity" by v. I. Zagvyazinsky, creative activity is defined as "creating a new pedagogic system, revealing unknown laws, new ideas, methods, tools; the definition of "innovation, creation by awakening the forces based on the inner essence of a person" is given [6; p. 54]. From the scientist's point of view, the following different aspects of the pedagogue's creativity are highlighted:

1. Strictly defined and limited in terms of time. If an unexpected situation occurs in the lesson, the teacher must make a new decision in a short period of time.

2. Since pedagogical creativity is integrally connected with the educational process, it should always bring positive results. Negatives can only be imaginary tests and guesses.

3. Pedagogical creativity is always a collaborative creative work.

4. A significant part of creativity is performed in front of people in a public way (the ability to control one's mental state).

It occurs in the creative activity of a primary school teacher the following to the objective conditions of difficulties and problems can include:

- a) lack of sufficient methodological support;
- b) superficiality in performance evaluation;
- c) involvement in secondary tasks.

The following are some of the difficulties that arise in connection with the peculiarities of the personality of the pedagogue:

- internal strength and capabilities in the implementation of pedagogical activities insufficient;
- possibility to change the activity in line with the reforms in the field violation of the mechanism of self-direction that does not give;
- negative psychological conditions (distrust, nervousness, fear, self dissatisfaction with performance, etc.).

Eliminating the difficulties that arise in the teacher's work requires the following strategies:

- 1) professional development (constructive strategy);
- 2) psychological protection (protection strategy);
- 3) professional deformation (destructive strategy).

Challenges for skilled educators are closely related to overcoming barriers to innovation. Obstacles encountered in pedagogical activity are often manifested in the form of limiting the activities of the pedagogue. It is advisable to use more than one strategy to solve the difficulties that arise in connection with this typology. For example, the difficulties that arise in the work of young teachers, first of all, gradually improving their professional development, providing them with psychological support in solving problematic situations related to professional activity, and resolving their sense of self-confidence and responsibility. It requires strategies to find and navigate successfully in changing situations.

In the course of the research, he summarized the points of view of what a creative pedagogue should be, pedagogical activity involves creative solving of many practical problems, that is, the ability to anticipate the educational process, design and organize it, diagnose students get and their it was concluded that it is a requirement to improve its development. For this, the teacher needs the skills specific to his profession: independence, professional sensitivity and empathy, the ability to think critically, feel the problem, anticipate complex situations, strive to create an individual creative style, and self-development qualities will be done. In a word, creativity is considered as an activity that creates some kind of quality innovation.

The acquisition of creative activity skills in a person is reflected in the types of activities performed by them. Activity is "work, activity, action in a field". Researcher G. Amirova, who

has researched the optimal ways to develop children's creative abilities, notes that activity is "a process of action manifested in practical activity, to quickly grasp the shape, essence and location of objects, objects and things in space one of the teaching factors. it is an activity aimed not only at mastering the environment, but also at manifesting the individual's identity. in our opinion, the system of preparation for the organization of collective creative activity is a continuous process, which includes the teacher's support, orientation, talent and requires to be based on measures that allow the manifestation of abilities. Creative thinking is the main criterion for creative activity. The main components of the development of creative thinking in students

G. Ergasheva, who researched it, notes that "spiritual and psychological climate in the team should be directed towards creating a creative environment and eliminate factors that have a negative effect on creativity. A favorable psychological environment is characterized by the following: an increase in the creative process in all students, freedom from stereotypes, the absence of awkward discussions, initiative and independence, interest and readiness for creative professional activity. Of course, when paying attention to these aspects, it is necessary to focus on the clearly visible characteristics of students, to consider and encourage their individual capabilities. in our opinion, creating an environment of healthy competition among students, giving them the opportunity to compete and test their strength in preparing for the organization of collective creative activities will motivate them to support creative ideas. the result of creativity is manifested not only in the creation of some kind of product, but also in the development of the creative subject itself, that is, in the development of human activity. creative development, like all development, includes elements of two types: reproductive (restoration of existing things) and creative (innovation that allows moving forward). creative action is divided into several stages, such as the emergence of a problem, preparation for a solution, emergence of an idea, and finally, its embodiment.

in our opinion, the basis of teacher's creativity is his interest in his profession, his internal motivation expressing his interest, the development of the field of will and his desire for radically changed activities.

therefore, in conclusion, it is appropriate to support the actions of the future teacher in the direction of his interests, to set clear goals and tasks for students, and to actively involve them in creative activities.

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