



PREPARING THE GRADUATE STUDENTS OF PRIMARY EDUCATION FOR INNOVATIVE PROFESSIONAL ACTIVITY

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Annotation:

This article analyzes the theoretical features of preparing primary education students for innovative professional activities. Innovative approaches to this issue, views and methodological recommendations are summarized. The practical importance of preparing students of primary education for innovative professional activity is highlighted. In the process of higher pedagogical education, ways to achieve the effectiveness of professional training of future primary school teachers by teaching primary education methodology based on innovative approaches have been determined.

Keywords: education, initial, methodology, innovation, theory, experience, practice, approach, necessity, knowledge, skill, competence.

It is urgent to carry out scientific-theoretical and practical-methodological developments on the issue of innovative improvement of primary education methodology. The methodology of primary education is a dynamically developing process, and in the conditions of an innovative society, it is necessary to improve its foundations based on new approaches [2].

It is appropriate to generalize the theoretical conclusions and methodological approaches stated in the pedagogical research on these issues. According to our approach, the fundamentals of innovative improvement of the primary education methodology include the following:

Innovative theoretical issues of improving the primary education methodology. It is necessary to study these issues and come to certain theoretical conclusions based on them. It is important to determine the new requirements for the improvement of the modern primary education methodology, to determine its innovative features, and to study the integration factors in the improvement of this process. Coming to theoretical conclusions on these issues provides ample opportunities for improving the primary education methodology based on innovative approaches. For example, today, new requirements are being imposed on the primary education methodology, and it would be appropriate to develop the most important of such requirements as criteria for achieving efficiency in the implementation of various forms of education. Because





different forms of education (offline, online, distance education) require changing the basic principles of primary education methodology.

Innovative experiences of improving the primary education methodology. Today, it is worth mentioning that unique innovative theoretical experiments have occurred in the methodology of kindergarten education in our country. For this reason, it is important to pay attention to national innovative experiences, foreign experiences and new approaches to teaching in the improvement of the primary education methodology. For example, today's primary education methodology includes the experience of teaching based on innovative forms even in complex social conditions. Therefore, the popularization of such experiments gives the expected effect [3]. It should also be mentioned that there are opportunities to improve the primary education methodology with innovative foreign experiences using the rules of international assessment programs such as TIMSS, PISA and STEAM.

The practice of the innovative theory of improving the primary education methodology. In the experience of our educational system and Pedagogical science, in recent times, a unique practice of improving the primary education methodology has been included. In particular, the formation of new academic subjects "Primary Education Pedagogy, Innovation and Integration", "Teaching Methodology of the Subject "Education" in Primary Education" and "Children's Pedagogy", their curricula and the development of educational literature is an important practical result. Therefore, it is urgent to develop directions for further improvement based on the experience of applying these educational subjects to the educational process.

If attention is paid, there are innovative theoretical foundations, experiences and practice of improving the methodology of primary education. It is urgent to carry out research using these factors.

It should be noted that in the conditions of an innovative society, the issue of improving the primary education methodology is important. Because in such a society there is a lot of news, information is being refined and approaches are diverse, it is necessary to follow this process. In this regard, in our opinion, the following results are expected to be achieved with the innovative improvement of the primary education methodology:

- a) adapt this process to the requirements of the innovative society based on the rational use of the theory, methods and technologies of the primary education methodology;
- b) to achieve the practical effectiveness of its teaching in the process of higher pedagogical education with innovative improvement of the primary education



methodology and to strengthen the methodological and professional training of future primary school teachers;

d) achieving unique pedagogical scientific, theoretical and technological researches and developments on the innovative improvement of primary education methodology.

All this requires innovative improvement of primary education methodology in the conditions of an innovative society.

At the same time, it is impossible to abandon the experiences gained in the methodology of primary education. For example, in this regard, it is worth noting the existence of the following experiences:

- in our country, there is a unique set of individual methodical experiences in primary education;
- the experience of in-depth explanation of topics using traditional teaching tools should also be emphasized;
- there are also efforts of many primary school teachers to strive for innovation.

Such experiences should serve as a foundation for updating the primary education methodology.

In the current state of primary education methodology, the direction of scientific research is also important. It should be noted that the pedagogic scientists of our country are conducting research in the following areas:

- strengthening the primary education methodology with technologies based on information and communication tools;
- analysis of theoretical and methodological issues of primary education methodology;
- study the sources of primary education methodology;
- researching foreign experiences on the methodology of primary education.

All this shows that the modern primary education methodology has its own characteristics. Also, in the conditions of the new Uzbekistan, it is urgent to improve the methodology of primary education. In this regard, in our opinion, it would be appropriate to carry out scientific research works in the following directions:

- problems of introducing computer, online and remote forms of information and communication technologies into primary education;
- problems of integration of primary education subjects;
- technologicalization of the didactic process of primary education and problems of achieving quality efficiency in teaching;
- scientific, theoretical and methodological factors of updating the primary education methodology;





- experiences of international educational programs to improve primary education methodology.

Conducting scientific, theoretical and methodological researches in these directions allows to develop the current state of primary education methodology.

In the conditions of new Uzbekistan, primary education is the basis of all subsequent stages of education. Because after the establishment of preschool education in our country, the content of primary education changed. This change is aimed at deepening the content of primary education, preparing primary school students for the following types of education, classifying primary education subjects based on the National Curriculum being developed. teaching, introduction of international education programs in primary education and training of professional primary education teachers. Therefore, today there is a need to fundamentally change the methodology of primary education in our country. We believe that the opportunities of information and communication technologies should be widely used in this regard. Because in complex conditions such as a pandemic, it is necessary to rely on non-traditional forms of education. Therefore, in the methodology of primary education, we must have teaching technologies that are useful for the implementation of primary education in any complex conditions. In this regard, the introduction of information and communication technology teaching process based on computer technical tools is especially important.

Didactics of primary education consists of teaching methods, forms and technologies. Today, the traditional form of teaching, remote and electronic-module technologies are widely introduced in the primary education of Uzbekistan. For this reason, future primary school teachers should master the basics of primary education didactics theoretically and practically in the process of higher pedagogical education. This work is carried out through compulsory and elective subjects in the pedagogical category. The theory of education in primary education assumes the formation of social consciousness of 7-11-year-old students, formation of moral content and their socialization. In this, the main attention is paid to educating students mentally, morally, physically and aesthetically at the initial stage. For this reason, it is necessary for future primary school teachers to thoroughly master such specialized subjects as "Pedagogy", "Methodology of teaching the subject of "Pedagogy" in primary education" during the higher pedagogical education.

Today, TIMSS, PIRLS and STEAM international programs and standards are being introduced into the primary education system of our country. For this reason, we have developed the curriculum "International programs of primary education" for future primary school teachers in the process of higher pedagogical education. On the basis



of this curriculum, students have the opportunity to form theoretical knowledge and professional competencies according to the foundations, requirements and standards of international educational programs. This program is expected to form one of the foundations of the primary education methodology in the future. Thus, in the process of higher pedagogical education, it is urgent to study and teach the basics of primary education methodology and conduct research on its theoretical issues. It is important to direct the work started in this regard into practice. It is especially effective to attract talented students to research on the problems of primary education methodology.

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SCIENTIFIC RESEARCH JOURNAL

ISSN: 2776-0979, Volume 4, Issue 8, August, 2023

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