
**METHODOLOGICAL PREPARATION OF PRIMARY CLASS
TEACHERS FOR INTEGRATIVE MODULAR TRAINING**

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Abstract

In this article, the theoretical foundations and methodology of improving the methodical preparation of primary school teachers for integrative modular teaching are studied. In addition, this article analyzes the formation of professional competencies in the improvement of methodical training.

Keywords: Methodology, tool, qualification, criteria of activity, person, differential level, pedagogical activity, primary class, methodical competence.

The expected result in the process of teaching students in pedagogic higher education institutions is formed in the form of requirements for mastering the main educational programs presented through general cultural, general professional and professional competencies. The profile (specialty) competence of the future teacher is defined in the state educational standards, which is an important component of the teacher's professional competence.

Pedagogical activity is the teacher's behavior, in the course of which his relationship with students is manifested, changed and developed. Therefore, along with the activity-related feature of pedagogical professionalism, the personal aspect is of particular importance in revealing its content, because the teacher's personality is complex and rich, and it determines the pedagogical activity.

The teaching process consists of a set of consistent actions of the pedagogue and the students he leads, aimed at consciously and thoroughly mastering the system of knowledge, training and qualifications. Education in vocational colleges is the most important means of forming the personality of students, improving them mentally and physically, and providing general and professional knowledge. Students' cognitive abilities are developed during the teaching process. Teaching is the teacher's activity in providing students with knowledge, learning and qualification system, developing their knowledge and creative abilities.

Yu.G.Tatur and V.Ye.Medvedev defined the competence of a future specialist as the desire and ability to demonstrate one's potential (knowledge, experience, personal qualities, etc.) in practice for successful creative activity in the professional and social sphere. Competence is defined as the willingness of a

future specialist to use all his capabilities (knowledge, skills, experience and personal qualities) to successfully operate in a certain field and to consciously realize his responsibility for the result.

It was found that well-prepared teachers face difficulties in the communicative field of their pedagogical activities. It follows that teachers lack psychological help and support in this area of their professional activity. The effectiveness of the development of the child's creative abilities depends on the extent to which the teacher takes into account the psychophysiological age of the child when creating the "view" of the lesson. Taking into account these social and linguistic characteristics of children, the teacher should know that children of this age are very vulnerable, so they need encouragement and encouragement to get out of difficult situations. But harsh criticism can cause real damage by killing motivation to learn.

A part of improving the teacher's professional pedagogical skills is his spelling and methodical work, which means the following, that is, the analysis, systematization and generalization of the accumulated experiences. Methodological work is considered one of the teacher's obligations and is directed to the development and improvement of the teaching methodology of special subjects. Its result will be the creation of a set of assignments and tasks, didactic materials, educational and visual aids in training sessions.

Determining what the specialist has competencies, i.e., what method of activity he can master, what he can do, what he is ready for, is called a competent approach. One of the conceptually important ways to manage the quality of training of graduates of a higher educational institution is to implement a competent approach to the modernization of the content of professional education.

The tasks set before the modern school, the increase in the general development of students of junior school age, achievements in the field of psychology and special methodology, the content of reading in the classroom and teaching methods require changes. In the reading textbooks of elementary grades, works belonging to different genres are presented from a practical point of view. Genres such as stories, poems, fairy tales, parables, proverbs, epics, narratives and riddles are studied in the reading class.

In order to carry out the work of a teacher, he must have high professional skills and theoretical and practical training. The teacher's training in one or another specialty shows the level of the teacher's theoretical and practical experience. In general, psychological-pedagogical knowledge is clearly defined in educational

programs. From the psychological and pedagogical point of view, the preparation of the teacher is based on the methodological foundations, pedagogical levels, and the social improvement of the individual. The content is based on educational goals and technologies. In the process of acquiring knowledge on psychological-pedagogical courses, a bachelor should have an idea about subjects, know the necessary information on the topics of psychological-pedagogical courses, develop skills and acquire skills.

It is necessary to study the development trends during the education period of the young generation, how they affect the learning of new teaching technologies, and to combine the methods of psychology with didactic methods. For this, the future teacher is required to have a high level of methodological competence, especially social-psychological competence related to the ability to correctly assess the psychology of the learner and teacher in different conditions. The training of qualified specialists in the system of vocational education largely depends on teachers of special subjects. During the period of qualified pedagogical practice, a system of professional skills and qualifications is created, students acquire the necessary practical pedagogical experience and professional skills. Therefore, every pedagogue should be a master of his field, a skilled educator, passionate and selfless. He should constantly research on himself, approach his work creatively, and be able to interest students in science.

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