

## WAYS OF PREPARING FUTURE PRIMARY CLASS TEACHERS FOR CONSTRUCTIVE PEDAGOGICAL ACTIVITY

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### Abstract:

In this article, future primary school teachers are given ways to properly organize a lesson and some recommendations. Ways to develop conditions for preparing future primary school teachers for constructive pedagogical activity are shown.

**Keywords:** construct, process, skill, experience, motive, skill, mindset, personality.

### Enter

Pedagogical-psychological knowledge, pedagogical practices and production practices, which should be acquired in the process of preparing future teachers for constructive pedagogical activities, occupy a special place.

In the process of preparing students for pedagogical activities, it is important to pay special attention to the following aspects:

a person's orientation to pedagogical activity (interests, inclinations, motives, reasons and beliefs related to pedagogical activity);

possession of general pedagogical and special skills (pedagogical, organizational, communicative, constructive, technological, etc.);

developed pedagogical thinking;

acquisition of pedagogical skills;

perfect mastery of pedagogical techniques;

acquisition of communication culture skills.

Pedagogical practice can serve as a motivation for activity and a positive influencing factor in the effective organization of activities for future teachers. Because in the process of practice, the student acquires positive experiences on the correct organization of pedagogical activity. It is also observed that by entering the world of students, finding a way to their hearts, and forming creative knowledge, skills and qualifications for pedagogical activity, students' sense of responsibility for their profession increases. Students learn specific subtle aspects of pedagogical activity in the process of practice. At the same time, as the student,

that is, strives to penetrate into the environment of the personal world, they begin to understand the richness of the teaching activity and the difficult process of mastering this profession.

Pedagogik faoliyatning ijodkorlik xarakteri va mazmunan juda boy bo'lishi o'qituvchidan muntazam izlanishni hamda faol harakat qilishni talab etadi. Pedagogning faoliyatini rejali va samarali tashkil etishga o'rgatish uzluksiz jarayon bo'lgani kabi, ta'lim tizimi ham uzluksiz, izchil hamda uyg'un xarakterda bo'lishligi talabada faoliyatga ijodiy yondashuvni tashkil etish sari undaydi.

### **Analysis and results**

The principle of developing the content of pedagogical activity, the teacher's work on himself being consistent and systematic requires a responsible approach to the profession from the student. He feels from his heart that he should organize the student's activities on the basis of a systematic, consistent and clear plan, using time effectively. In this regard, he realizes that only a teacher can be a devotee of education. The fact that the social essence of the profession has a comprehensive meaning forms a sense of humanity in the student.

It is known that the application of innovative technologies is aimed at enriching the content of education, improving it and accelerating the assimilation of knowledge, cooperative learning and solving the problems of comprehensive planning of education, as well as helping the teacher to organize his activities on a scientific basis, to use time efficiently, helps him to devote time and opportunity to work on himself and take care of his health.

Pedagogik konstruktiv faoliyatni yo'lga qo'ygan o'qituvchi o'zining ijodiy izlanishlari asosida doimo yangi muvaffaqiyatlarga, yutuqlarga erishish sari intiladi, muvaffaqiyatsizlikdan ehtiyot bo'lishga, undan saqlanishga harakat qiladi. O'qituvchining o'z vaqtida innovatsion texnologiyalar mohiyatini anglab yetishi hamda uni ta'lim-tarbiya jarayoniga tadbiq etishi konstruktiv faoliyatga ta'sir etuvchi pedagogik omillardan biri hisoblanadi. Bu jarayonda o'qituvchi va bilim oluvchi o'rtasida "subyekt ( subyekt" munosabatlarini yo'lga qo'yishga erishadi.

Self-analysis and self-examination are important in the constructive organization of pedagogical activities. In this process, he looks for answers to questions such as "what I achieved" and "what I did not achieve", "which activities I managed to organize correctly", "how I used my time", "what else I could have done". Analyzes what are the motives of active or stagnant action in the pedagogical process.

- Based on the analysis of views on pedagogical activity, it was noted that the following can be identified as the main factors of the success of pedagogical activity:

The teacher's self-demanding pedagogical activity;  
Being able to use time efficiently in pedagogical activities;  
Ability to correctly set goals and tasks for pedagogical activity;  
Knowing how to use the possibilities of information technology;  
Ability to self-analyze during pedagogical activities;  
correctly assess and believe in one's strength and capabilities;  
ability to show creativity;  
development of communicative functions;  
ability to properly organize and manage team activities;  
being able to properly conduct pedagogical communication;  
ability to properly organize pedagogical and personal activities.

At this point, it is necessary to mention the following factors that can lead to failure in pedagogical activities:

slowness and coldness of interest in pedagogical activity;  
indifference to pedagogical activity;  
improper use of time;  
inability to use information technologies in pedagogical activities;  
lack of creativity;  
irresponsibility;  
insufficient level of communicative competence;  
lack of empathy;  
insufficiently formed extraverted approach to pedagogical activity;

## **Conclusions**

A socio-pedagogical environment is formed in the sum of positive and negative factors affecting pedagogical activity. If a person works on himself, can analyze himself and makes an objective assessment of his capabilities and strength, he can overcome the factors that lead to failure. In this place, public opinion as a social phenomenon and the active influence of the socio-pedagogical environment have a special place. Because it is necessary to carry out the interaction of pedagogical activity and social environment in a consistent and harmonious manner. In this process, performing autogenic exercises also gives its results.

**Literature**

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