

**SCIENTIFIC AND THEORETICAL PREPARATION OF FUTURE PRIMARY
CLASS TEACHERS FOR INTEGRATIVE SCIENCE TEACHING**

Mustofoyeva Mohigul Vohid qizi

Tajiyeva Mohinur Istam qizi

TDPU BT (Evening) Group 205 Students

G.O. Uralova

TDPU p.f.f.d (PhD) named after Nizomi, associate professor v.b.

Annotation: *This article is about shaping the ability of future primary school teachers to create open lesson plans in an integrated way.*

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In the world, special attention is being paid to the development of a modern approach to the formation of professional competence of future teachers, to the improvement of the pedagogical mechanisms of creating an integrative educational environment. At the same time, on the basis of the formation of an integrative approach to the teaching of subjects, priority is given to the improvement of the socio-pedagogical mechanisms of ensuring that the educational process of schools is brought to a higher level. Wide application of the integrative approach to the content of pedagogical education in the process of expanding the worldview of students and improving the quality of their knowledge, especially in primary grades, developing a system for preparing future primary grade teachers for an effective way of teaching is gaining importance.

The tasks facing the higher educational institution in the process of training future teachers dedicated to the scientific-theoretical preparation of future teachers for integrated education in elementary grades were defined. The essence of the concept of "readiness" and its content are studied and clarified based on the analysis of the scientific research of psychologists and teachers. Characteristics describing the preparation process are determined. The scientific-theoretical, practical, psychological blocks of the readiness of future teachers for the type of activity being studied are determined. The readiness of future teachers for integrative teaching of subjects in elementary grades was analyzed. The importance of the readiness of future teachers for integrative teaching in primary grades has been theoretically substantiated and proven.

In modern conditions, the importance of problems related to teacher training has never been questioned, but it has become especially relevant due to the radical changes taking place in the education system of the Republic of Uzbekistan:

creation of an educational system arising from the need to prepare a new system of rules aimed at a person who is engaged in free implementation and is able to

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flexibly change the methods and forms of life activities based on the principle of positive communication and social responsibility;

when students become active subjects of the educational process with a change in the role and function of the teacher from a passive object, a change in the established paradigm of education, in which the acquisition of ready-made knowledge is not enough;

computerization and informatization of the entire educational system.

In psychology and pedagogy, the problem of professional training of future teachers for practical, creative, independent activity has always been in the center of attention. Having theoretically analyzed the scientific and pedagogical literature, we identified four tasks facing higher education institutions in the process of training future teachers.

The first task of the higher education institution is to provide the future specialist with structured knowledge about the natural relations of a person with nature, society, science, culture, the state, the processes of personality formation, and the development of values in relation to others and oneself in the world. By deepening, developing and clarifying the holistic humanitarian and natural landscape of the world, this component of professionally oriented knowledge, common to all pedagogical specialties, provides the student with the criteria for evaluating natural and social phenomena, cultural phenomena, as well as the interpretation and acquisition and processing of scientific data. and allows to master the methods of storage and teaches the ability to form "personal" science in the pedagogical process.

The professional orientation of the future elementary school teacher, the study of the individual as the subject of his study is carried out by the higher educational institution, therefore, the basis of the teacher's professional training is the person, his real social role in society. a collection of modern scientific knowledge about cultural formation and development.

Arming the future elementary school teacher with the system of anthropological knowledge established in educational subjects according to the principles of interdependence of socio-humanitarian, psychological, pedagogical and cultural sciences is the second task of higher educational institution. The third task is to ensure the formation of the teacher's professional and personal culture as a "tool" for the realization of individual creative forces in his lifestyle and pedagogical activity.

The fourth task is to form a system of fundamental knowledge in the chosen professional activity of the future primary school teacher [1].

B.G. Ananov, N.V. Kuzmina, A.K. Markova, A.V. Petrovsky, M.I. Dyachenko, L.A. Kandybovich, K.M. Duray-Novakova's pedagogical works reflect theoretical approaches to the content and organization of the process of training future primary school teachers.

Despite its widespread use in scientific and pedagogical literature, the concept of readiness to perform any activity does not have a clear explanation. B. G. Anan'ev defined the concept of "readiness" for highly effective activity in a certain field of activity as a manifestation of abilities [2].

N.V. Kuzmina connects the readiness of the primary school teacher with the ability to perform professional and pedagogical tasks, as well as with the ability to move from intuitive action to conscious action [3].

According to A. K. Markova, there is a connection between the level of preparation of a primary school teacher and the ways to acquire a profession, and he mentioned the importance of taking into account the individual characteristics of the future teacher [4].

A. V. Petrovsky agrees with this opinion and interprets this process as a state of unconscious personal readiness for a certain activity and emphasizes that it is possible to satisfy a certain need with its help [5].

Another group of scientists M.I. Dyachenko, L.A. Kandybovich agrees with this position and considers preparation as a complex psychological state determined by the presence of cognitive, emotional, motivational, voluntary parts [6].

According to the research of scientists, the following components should be taken into account in the training system of the future primary school teacher:

- motivational (positive attitude to pedagogical activities);
- orientation (knowledge and views about the characteristics and conditions of pedagogical activity, its requirements for the teacher);
- operational (acquiring methods and methods of professional pedagogical activity, necessary knowledge, skills and qualifications);
- voluntary (self-control, responsibility, ability to manage one's own activities);
- evaluator (assessment of the process of professional training, compliance of the process of solving professional tasks with acceptable models)[7].

B.C. When Toraev studied the training of future primary school teachers, readiness is a complex integrative quality, an active, subjective state of a person that describes the mobilization of the available opportunities in order to fulfill a given professional pedagogical task. , he says. In his research, the scientist emphasizes the importance of mastering and conscious acquisition of knowledge as the foundation of future primary school teachers' readiness for professional activity. The acquired professional knowledge determines the level of knowledge of readiness. Formation of preparation is based not only on acquiring knowledge, but also on the use of practical tasks of professional-pedagogical cooperation [9].

In our study, based on V. A. Slaven's definition of "professional and pedagogical training" as a complex synthesis of interrelated components, we present the following types of training:

- psychological preparation for pedagogical activity;

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- scientific-theoretical training that provides the necessary amount of pedagogical, psychological and social knowledge;
- practical training, that is, the presence of professional skills formed at the level of demand;
- psychophysiological preparation, i.e. availability of appropriate conditions for mastering pedagogical activities and forming important professional qualities;
- physical fitness, that is, compliance with the requirements of the teaching profession and professional indicators for the state of health and physical development. In particular, N.N. Based on Han's model of didactic training of future elementary school teachers to organize collective cognitive activity, students' readiness to solve the conflict between the frontal nature of training and the individual nature of the development of knowledge, skills and competences of the future teacher believes that it is formed as a result of studying at a higher educational institution.

The following skills necessary for the implementation of the block of practical training for future elementary school teachers include:

- can establish intra- and inter-disciplinary connections for better presentation of information;
- determining the capabilities of primary school students (determining the level of formation of the knowledge system, system thinking, learning motivation);
- to be able to generalize the acquired knowledge;
- being able to implement integrated education methods and forms;
- being able to organize independent work on the development of synthesized concepts and ideas;
- arousing the desire of primary school students to study the subject in every way;
- succeed in solving integration problems.

The psychological preparation of future primary school teachers should consist of the following skills:

- to reveal the potential of each student in the pedagogical process of primary school;
- relying on modern and effective approaches in the pedagogical process;
- creative approach to future professional activity;
- formation of students' worldview as an inseparable idea of nature, man and society;
- value orientations (universal knowledge of the world, holistic personality and individuality of the student). Thus, based on the above, a number of rules can be formulated:

- formation of future elementary school teachers' readiness for integrated education is based on the organization of the pedagogical process;
- the ability to overcome a significant difference between the tasks of education

and the tasks of the specialist's professional activity with the help of knowledge integration;

the possibility of harmonizing the motives of interaction participants in integrated education.

That is why it is necessary to form the preparation of future primary school teachers for integrated education in primary classes as a fundamental feature as an important part of their comprehensive professional training. Taking into account the conclusions of researchers, based on the results of their work, under the preparation of future teachers for integrated education in primary grades, we understand the purposeful process of forming the readiness of future teachers for integrated education in professional pedagogical activities.

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