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# PEDAGOGICAL ASPECTS OF IMPROVING THE DIDACTIC TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS ON THE BASIS OF AN INTEGRATIVE APPROACH

**Nigora Ruzikulova**

Doctor of philosophy in Pedagogical Sciences (PhD), associate professor

Doctoral student of Tashkent State Pedagogical University named after Nizami, Uzbekistan

## Abstract

This article describes the pedagogical aspects of improving the didactic training of teachers of the future primary class on the basis of an integrative approach, in particular, the importance of pedagogical practice in improving the didactic training of teachers of the future primary class on the basis of an integrative approach, the use of integrative programs.

**Keywords** Didactic preparation, future primary school teachers, pedagogic practice, competencies on base and science, integration, integrative approach, integrative programs.

## INTRODUCTION

The process of improving the didactic preparation of students of pedagogical higher education organizations involves the systematization of contacts and relationships between all components of the didactic system: a system on the assimilation of subjects included in the curriculum, the interaction of pedagogical practice with the educational process; includes the content of teaching, didactic provision, educational tools, systematization of teachers and student activities.

Didactic preparation of teachers of the future primary class for the development of competencies on the base and subject in students will be namayan in the direction of the work carried out in the pedagogical process in pedagogical practice. In particular, the pedagogical practice of teachers of the future primary class humidifies a high level of

activity in the implementation of the management of educational activities of students.

The didactic system that we are developing provides for improving the didactic preparation of future primary school teachers for the development of competencies on the base and subject in students, as well as clarifying the effective characteristic of the process, as well as organizing processes for assessing its effectiveness:

Writing developments on the topic;

writing reviews, drawing up comments on developments, textbooks, manuals, works of art;

preparation of additional materials on topics;

compilation albums;

preparing assignment cards;

creating projects;

speaking at conferences;

implementation of such as the publication of scientific works in scientific collections.

In this process, it is necessary to observe and identify various directions related to the development of students' competencies on the base and science and systematize them, characterize them; carry out experimental work carried out in pedagogical practice and described in course or research work; staging real situations, independently separated from pedagogical practice; the determination of the educational individual development trajectory of oneself and the student by the teachers of the future primary class, and the implementation of others, is important in improving didactic training.

In the period of pedagogical practice, integrative programs are important in the upbringing of the activities of teachers of the future primary class. Because the teachers of the future primary class undergo pedagogical internships in several subjects (primary education subjects) at the same time during the period of pedagogical practice.

Integrative applications. It is necessary that programs of this type, which harmonize topics related to a number of subjects or subjects of study, are created taking into account the fact that the number of subjects in the curriculum is exceeded [2].

It is noted in the studies that it is intended to organize the educational process on the basis of integrative programs and textbooks, in which it is advisable to use different levels of integration. Including:

1. Integration based on the sequential presentation of topics, in which the principle of concentricism is followed in the statement of educational materials. That is, the previous training material will complement the next one. But never repeat each

other. As a result of such an integrative approach, the student's knowledge, skills and qualifications and creative activities are regularly developed and enriched.

2. Integration based on the generation of harmonized points in curricula; in this case, it is also important to ensure inter-thematic harmony in the programs in order to prevent taphthology-based learning materials that are given repeatedly. The advantage of this is that the student's time and effort are saved, the volume of textbooks becomes more compact and the cost is cheaper.

3. Modular integration: within the framework of such integration, knowledge and concepts related to related academic disciplines are presented to students in a coherent way, integrated into one system.

4. Integrative programs: programs of this type provide for the harmonized presentation of topics related to several subjects of study or subjects of study. Considering that today the number of educational subjects in the curriculum has increased by the maximum, there is a strong need to create programs of this type.

5. Inter-subject integration: in this case, the teaching materials that are given within the same course are integrated with those that are essentially close within the framework of another course. The integration of education is important both economically and pedagogically, hygienically and physiologically [1, 3]

The essence of integrative teaching software is expressed in the set of requirements for the teaching process in a meaningful and operational nature [5]:

1) accentuation of educational content, which occurs at the level of separation of "target knowledge" and is suitable for purposeful activities;

2) the totality of the system-generating basis of the

teaching process;

3) the totality of pedagogical technologies corresponding to this stage of the teaching process.

To date, 70% of countries around the world use educational programs and textbooks of an integrative nature in the educational system [1]. A distinctive feature of integrative programs of teaching is its regulatory, systematizing, generalizing function. Another of the specific tasks of integrative programs of teaching is to serve to reflect individual methodological features, while developing integral character-traits of the individual. On the basis of an integrative approach, the processes of improving the didactic preparation of future primary school teachers for the development of competencies related to the base and science in students on the basis of pedagogical practice necessitate the establishment of a comprehensive system of use of integrative programs.

On the basis of an integrative approach, the possibilities of the subject of primary education pedagogy, innovation and integration were studied in improving the didactic preparation of future primary school teachers for the development of competencies related to the base and science in students.

The purpose of the subject of primary education pedagogy, innovation and integration is to master the Integrative aspects of organizing the teaching of primary education subjects in a general high school, to improve the didactic training of future primary school teachers.

Based on the goals of the subject, the following tasks are set in improving the didactic training of future primary school teachers:

- selection of integrative programs, concepts
- technologies in improving the didactic training of future primary school teachers;
- search for Integrative structures of classes

and modeling other forms of conducting classes in improving the didactic training of future elementary school teachers;

- deepening the connection between the perception of the Integrative properties of educational materials, its interpretation, analysis and the future didactic activities of teachers of the primary class;
- the ability of future primary school teachers to operate in information flows based on their integrative characteristics, adequately perceive the information received and formulate the skills of their use.

Thus, the effective functioning of the pedagogical system of improving the didactic training of future primary school teachers is associated with pedagogical practice. That is, pedagogical practice is considered one of the system-forming elements of the system of improving the didactic training of teachers of the future primary class.

Pedagogical practice as a component integrating elements of the holistic system of improving the didactic training of future primary school teachers.

Pedagogical practice has great potential for a successful professional adaptation of teachers of the future primary class. It is in pedagogical practice that didactic preparations are improved based on the acquired knowledge of future primary school teachers in the context of professional activity.

In pedagogical practice, the personality of teachers of the future primary class should be considered as a subject of professional activity.

The implementation of this implies an integrated approach to the identification and development of the types of activities of future primary school teachers - a more expanded system of tasks in relation to the pedagogical practice traditionally carried out.

Pedagogical practice is defined as an integrative component of the process of improving the didactic preparation of teachers of the future primary class, performing the following functions:

- formation of a stable positive motivation for pedagogical activity;
- formation of skills to enter the pedagogical process;
- formation of skills for organizing the educational process;
- formation of the skills of future elementary school teachers to use educational materials in the organization of the educational process;
- the use of integrative programs, concepts, technologies for improving the didactic training of future primary school teachers;
- activation of participation of future primary school teachers during the internship period;
- implementation of diagnostics of the level of didactic training of future primary school teachers;
- formation of the desire of future elementary school teachers to activate themselves, to independently assess themselves.

As an integrative component of the process of improving the didactic preparation of teachers of the future primary class, the following main tasks of pedagogical practice can be cited:

1. Determination of the individual style of activity of future elementary school teachers;
2. Formation of a valuable attitude of future primary school teachers to pedagogical activity.
3. Improving the didactic preparation of future primary school teachers for the development of competencies on the base and science in students as a result of result-oriented education.
4. Dynamic and continuous improvement of the activities of the future teacher;

5. Creating conditions for the formation and development of the style of activity of future primary school teachers based on the definition of an Individual development trajectory;

6. Organization of Independent Education of future primary school teachers using imitative forms of independent professional activity;

7. Development of the need for independent actualization of the future elementary school teachers themselves;

6. Organization of individual educational routes of future elementary school teachers.

7. Encourage independent educational activities of future elementary school teachers;

8. The conditions for the cooperation of teachers of the future primary class with students;

9. To make it possible for future primary school teachers to use the results of their research on the period of practice in the formation of the content of a scientific article, thesis at scientific and practical conferences, coursework or Graduation qualification work.

10. Observation of the individual style of activity of future elementary school teachers;

11. Diagnosis of didactic preparation of future primary school teachers for the development of competencies related to the base and science in students.

Depending on the orientation to professional activities, future primary school teachers choose individual educational routes aimed at improving their didactic training. Teaching a teacher to develop projects to summarize his work experience ensures the smoothness of pedagogical practice.

Didactic training of teachers of the future primary class during pedagogical practice is reflected in the development of the following abilities: professional abilities — fundamental knowledge of

Sciences and related disciplines, able to integrate them into practical activities, conduct pedagogical communication as an important element of the pedagogical process; didactic abilities - the result-orientation, accuracy, depth of the skills of organizing the teaching process.

In pedagogical practice, it should be emphasized that it is important to teach future primary school teachers to imitate the teacher's individual style of activity on the basis of analysis.

Students are involved in Educational-Research, Educational-pedagogical practice during the period of pedagogical practice [4]. Tasks of educational and research pedagogical practice aimed at improving the didactic preparation of teachers of the future primary class for the development of competencies on the base and subject in students (the research component of the practice is enhanced):

- create conditions for the independent development of the future primary school teachers (practical assimilation of the theoretical rules of research work);
- teach students to create an active environment in which they develop competencies related to base and science;
- testing methods that activate the cognitive abilities of schoolchildren, practicing, making it possible to correct them later;
- to create individual educational routes, develop assignments, teach them to publish, using the methodology for the development of competencies related to the base and science in students to future elementary school teachers;
- teaching the use of modern technologies for the collection and processing of experimental data in accordance with the problem of research in the field of pedagogy;
- creating a portfolio of personal pedagogical

achievements.

- The tasks of educational and research pedagogical practice aimed at improving the didactic preparation of teachers of the future primary class for the development of competencies on the base and subject in students (the didactic component of the practice is enhanced):
- practical introduction to result-oriented educational components;
- conducting and practicing classes with the introduction of technologies that stimulate the development of competencies in the base and science in students;
- collection of experimental data on a specific research problem-directed by teachers.

Therefore, pedagogical practice performs such an important didactic function as an integrator that combines theory with practice. In the process of pedagogical practice, future primary school teachers model their future professional activities. During the internship, not only the professional, but also the personal development of the future specialist is accelerated, the ways of self-activation of the individual are determined. Also, the goal of pedagogical practice is not only to generalize or integrate the theory, but also to qualitatively describe and give examples for future elementary school teachers to learn and discuss, as well as to develop practical skills by introducing other methods of learning.

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