

THE CONCEPT OF PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR CREATIVE ACTIVITIES

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ABSTRACT

Training of qualified pedagogical staff in Uzbekistan is based on national and world educational standards. In this regard, one of the important directions is to expand the scope of professional training of future teachers. The preparation of future primary school teachers for creative activities is also part of the expansion of such professional training and the following article deals with the conceptual basis of these issues.

Keywords: Uzbekistan, education, system, teacher, creativity, activity, concept, necessity, need, requirement, methodology, student, efficiency, individuality, creativity, and harmony.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Radical reforms in the field of education in Uzbekistan, technologies used in the field of education Higher education requires the search for opportunities to effective use of new methods and tools of pedagogical influence in the mental, spiritual, moral and physical development of teachers in raising a new generation. It is known that nowadays the traditional methods and means of education, the level of pedagogical skills of some teachers do not meet the needs of society in the field of education.

One of the main factors in getting future primary school teachers out of this situation is to prepare students for creative activities in higher education institutions. Because future primary school teachers in pedagogical higher education institutions are required to be able to see the essence, goals and objectives of all changes in education, their results and to think about how these changes will benefit students and society. In this regard, to prepare future primary school teachers for creative activities in the process of higher pedagogical education and increase their knowledge we should to pay attention to the study of problems of pedagogy, psychology and teaching methods, and to provide students with:

- Analysis of the social needs of radical reforms in the field of education, their importance for the future and development of our nation, country and people;
- To be able to compare and demonstrate the advantages of advanced pedagogical technologies, interactive, foreign experience used in the field of education with traditional methods and forms;
- Comparison of the unique educational experience of our people with the pedagogical traditions of nations and peoples with world potential, showing the positive aspects;
- Pedagogical analysis of modern best practices in education abroad and their practical application, teaching teachers the pedagogical conditions and opportunities;
- The use of various methods and forms in the pedagogical analysis of lessons and educational activities in order to develop the creative, critical thinking of teachers;
- In the development of the culture of written speech of teachers it is necessary to create abstracts, reviews, scientific and methodological articles, lectures, technological features of lessons and educational activities, projects, manuals and textbooks

One of the current issues is to develop the use of all organizational, methodological and pedagogical opportunities in the education system, especially to train future primary school teachers to analyze, summarize and use effective methods to solve problems of the educational process.

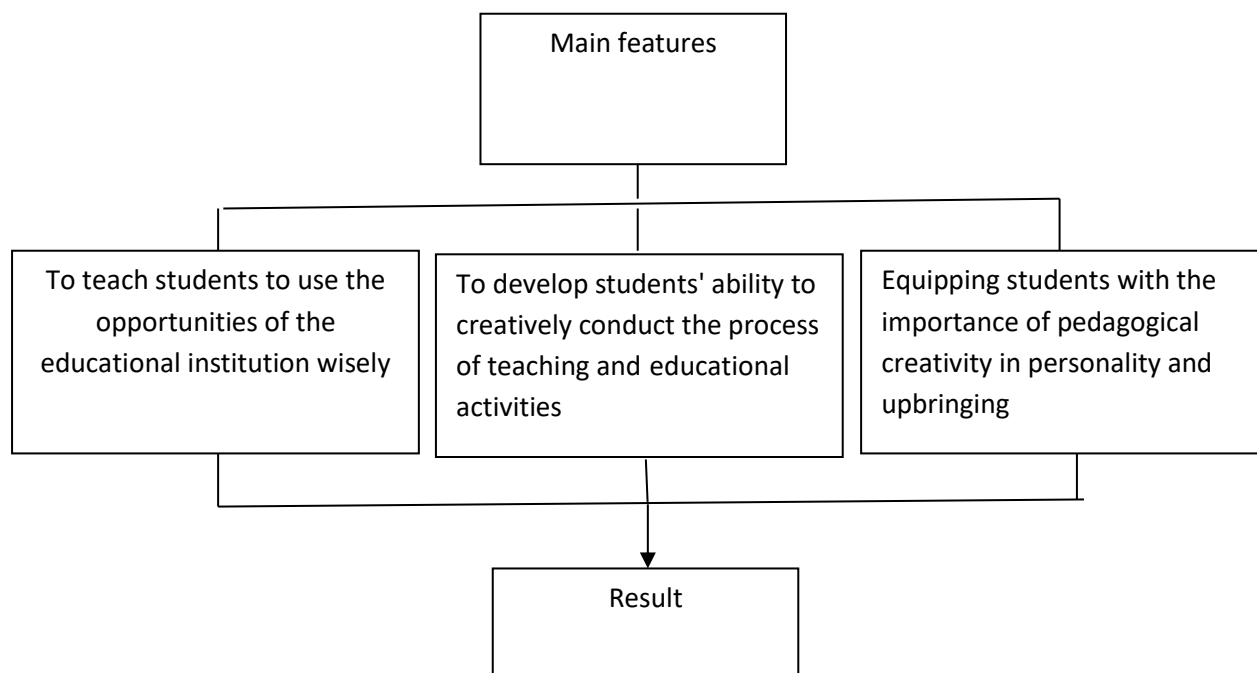


Figure 2. The content of preparing a future primary school teacher for creative activities.

The content of preparation of future primary school teachers for creative activity in the process of higher pedagogical education has its own characteristics (Figure 2).

This approach is related to the social and pedagogical importance of preparing a future primary school teacher for creative activities.

Of course, the role of pedagogical disciplines taught in higher education institutions is invaluable. Because in the content of pedagogical disciplines such issues as the teacher's personality, pedagogical activity, acquisition of professional knowledge have a great importance. Of course, solving them, improving the educational process depends on the creative activity of the teacher. It is known that creative activity develops on the basis of pedagogy and other disciplines. The creative activity of a primary school teacher, in particular, arises as a result of full mastery of these subjects, interactions, correct understanding of sciences and phenomena, their explanation to children and the acquisition of knowledge. There are several basic ways to do this. These are:

- a) a way of consciously understanding, repeating, memorizing certain words of knowledge, conclusions, rules, texts;
- b) processing the learning material and studying and memorizing it in a generalized way.

The knowledge they acquire plays an important role in preparing a future primary school teacher for creative activities. In this case, it is important that the teacher is able to express their views, analyze the studied literature.

One of the types of creative activity of students is a research activity aimed at the formation of research skills. Higher education institutions have a whole system of involving students in research work. These are reflected in the process of preparation of the text of the personal lecture of the future teacher, abstracts, speeches and graduation theses. In this regard, the subject of "General Pedagogy" plays an important role in preparing future primary school teachers for creative activities. Because the subject of "General Pedagogy" is the basis for improving the professional and pedagogical skills of future primary school teachers, the knowledge they have gained as a basis for creative activity. On the basis of this subject the student collects creative material on pedagogical hypothesis, pedagogical thought and idea. It develops research skills. Will have the skills to popularize experiences.

In the process of studying the subject "General Pedagogy" the student creatively studies and analyzes scientific and pedagogical literature, prepares lectures, creates various games, problem situations.

Future primary school teachers should conduct conferences, discussions, "round tables" on the promotion of pedagogical ideas, various surveys and practical activities. In this case, they acquire:

- Analysis of pedagogical literature and pedagogical activity of teachers;
- Monitoring the activities of creative teachers, conducting surveys among students;
- The skills to conduct questionnaires among primary school teachers (with different experience).

The use of closed-ended and open-ended questions in questionnaires to determine their knowledge in preparing future primary school teachers for creative activities provides the expected effect. As a result of comparing the answers obtained from them, a description is developed and conclusions are formed.

Analysis, processing and replenishment and expansion of professional knowledge of scientific and pedagogical literature play an important role in preparing future primary school teachers for creative activities. In these processes, including on the basis of media education technology, the student develops pedagogical thinking, skills and interest in creative activities. However, knowledge does not provide a thinking process in students. It is the constant updating and replenishment of knowledge that encourages the creative activity of the future primary school teacher to change, to rebuild, to solve certain problems with determination. In this regard, scientific and pedagogical literature is a source of education for future primary school teachers. The future primary school teacher will turn to the scientific literature for a theoretical understanding of the problems of education and upbringing, the collection of new ideas, hypotheses, practical recommendations, and materials.

Because reading scientific and pedagogical literature covers all aspects of a teacher's creative activity. He plays an important role in the development of lesson plans, educational activities, the study of issues of interest in education and upbringing, the preparation of lectures.

Prospective elementary school teachers can use different types of reading to creatively process a scientific text. Pay attention to the main directions of this issue:

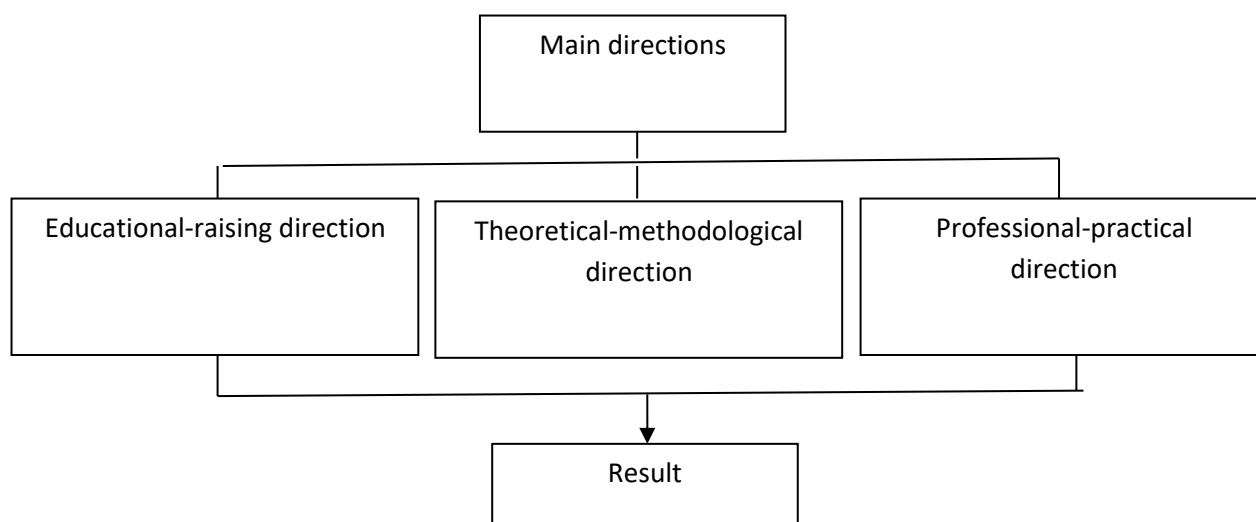


Figure 3. To form the scientific text processing skills of the future primary school teacher

The following can be recommended in these areas:

1) Reading for review, conclusions are drawn in the sudden coverage of the text, the necessary, unnecessary places, known, unknown, interesting, understandable (incomprehensible) things are identified;

2) When reading and reading the literature, attention is paid to issues related to this or that problem;

3) Study, reading and educational works are carried out in order to solve the problem completely;

Creative analysis of textbooks and manuals includes the followings:

1) Knowing how this textbook or manual interacts with other components of the set;

2) Knowing the features, sections and sections of the textbook;

3) Knowing the features of the elementary unit of the textbook, and at the same time to fully understand all the materials of the textbook, to develop ideas about creative activity.

Conducting students' research work is an important process of creative activity. A teacher who works creatively means always be a researcher, that is, to discover something new in pedagogical phenomena, to discover their hidden connections and laws. If a teacher feels like a master of pedagogical research on his logic, philosophical basis, creative nature, he or she will surely become a master of his profession. As a result of the strengthening of research skills, the worldview of the modern teacher, his perceptions and requirements about students will change. In this regard, future primary school teachers should know the basics of pedagogical research, organizing and conducting experiments, be able to identify the problem, determine the object and subject of research, express the purpose, task, hypothesis, confirming and shaping experiments, conducting the use of research methods, conclusions, recommendations and others.

A creatively formed teacher can identify the field of research and select the problem, review the literature, plan the experiment and determine the work program, methodology, collect materials, create conditions, conduct the process, select participants, take into account additional factors, in the external environment be able to identify the impact, identify additional materials, process and analyze the data obtained during the experiment, and express conclusions of a general and individual nature.

It is expedient to train future primary school teachers in such processes while studying in higher education institutions, to involve them in active and purposeful practical work from small courses, from small courses. This is done through creative lectures, abstracts, preparation of scientific articles, presentations on conducting experimental research at conferences, writing articles for periodicals. In these processes, it is important to choose a topic for the lecture, to separate the main ideas, to plan, to express the ideas logically, to draw conclusions, to express conclusions, to use bright expressive speech and rhetorical methods.

Lecture preparation and article writing are interrelated processes. A written report can be processed as an article. Both the lecture and the article require the same set of rules, creative understanding of ideas, scientific assimilation, and sometimes a transparent method of expression. The difference is that the lecture is read orally and involves the acquisition of the skills necessary for public speaking. That is, expressive speech, giving a special feeling (a special tone) in the narration, and so on. The article is an example of a biblical style, and its statement should be clear, accurate, and free of stylistic and spelling errors.

It is important for future primary school teachers to prepare creative lectures in higher education institutions and to teach them the skills of public speaking, to give lectures, to communicate with the audience, to be fluent in oral speech, to teach them.

In particular, during the discussions with students, "round tables", the organization of press conferences to promote the idea, they develop the skills of independence, freedom, self-confidence and the ability to anticipate pedagogical situations and results.

The formation of pedagogical skills of a creative nature in future primary school teachers develops theoretical and practical knowledge in teaching and educating children. Their introduction into continuous pedagogical practice allows them to gain experience in pedagogical work until graduation.

In the lessons of pedagogical science, the teacher of higher education institutions reveals the internal unity of his scientific and pedagogical activity in the study of the general principles of education, and encourages students to complete creative assignments. The results are discussed individually with each student.

In the process of studying the disciplines of the pedagogical category at the Faculty of Primary Education (in this faculty more hours than in other faculties) it is necessary to show creativity, research conditions, encourage proposals in conducting scientific Olympiads, create favorable conditions for student scientific conferences.

A system of special creative assignments during pedagogical practice in the research work of students allows putting forward and testing various hypotheses, to select and plan options for the course and results of their activities.

When studying a pedagogical course, it is necessary to define a whole system of pedagogical concepts. These are:

- Forms the main sections of pedagogical categories - upbringing, education, development, teaching, qualification, pedagogical leadership, and pedagogical process, pedagogical science;
- Pedagogical concepts mainly reflect pedagogical phenomena in real practice;

- The terminological system of pedagogy reflects on pedagogical activities. Basically, it creates opportunities for solving and effective application of specific problems of pedagogical theory;
- Special pedagogical concepts and terms, scientific systems are the main content of pedagogical theory, which is used in a limited way.

The purpose of teaching the course "General Pedagogy" is to reveal the laws of education (knowledge, skills, abilities, experience of creative activity). Theoretical knowledge of the laws, forms, methods, development of thinking and methods of self-development of the individual, ensuring the development of education in the classroom, knowledge of advanced pedagogical system is formed in students during the course.

In the laboratory classes on "Teaching methods" students analyze the data collected on the observation of students in the objects of pedagogical practice, determine their level of reading (learning).

Because reading (learning) is an important part of student activity, it develops the ability to control their actions consciously and for an ideal purpose. In this respect, too, the unity of learning activity becomes clear as a unit of tasks arising from its goals.

The goals of the learning activity are not only manifested during the activity, but also formed and represent the general direction of the person.

Meaningful organization of educational activities, the choice of appropriate methods, determines the interrelated forms of scientific, spiritual, artistic, aesthetic consciousness of the individual.

The following factors play an important role in shaping the creative preparation of a future primary school teacher. These are:

- High level of mastery of educational content;
- Development of creative skills and abilities in the field of education;
- The organization of skills in the use of various forms of work that help to create creative activity, curiosity in the classroom;
- The use of different types of creative activities in each lesson, based on the important tasks of educating students.

These factors increase the effectiveness of pedagogical skills of the future primary school teacher's creative activity, mainly the study of pedagogical works and knowledge of their expressive means.

The main purpose of the creative activity of the future primary school teacher is an interest in the science of Pedagogy. They are manifested in the need to study, comprehend, understand pedagogical works, to engage students in life activities on the basis of deep emotional experiences, to teach them to love the Motherland. In this regard, the development of students' creative activity is an integral part of their professional training.

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