

## **PROFESSIONAL-ORIENTED CONTENT OF MATH TRAINING FOR FUTURE PRIMARY TEACHERS - PRESENTATION OF AN INTEGRATIVE TREND**

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Content of the mathematical component of primary teacher training

### **ABSTRACT**

The question of the content of the training of future primary teachers in mathematics, as well as in other subject areas, occupies a special place among the similar problems of teacher training in relevant areas. This is because the primary teacher in his professional activity is directly related to the teaching of completely different fields of knowledge: mathematics, Russian language, literature, natural science, etc. It is quite clear that primary teachers cannot be considered as a teacher - a subject with a reduced volume of subject training in all these areas. Firstly, there is no way to give the future teacher any acceptable broad training both in mathematics and in other fields, in the allotted number of study hours. Secondly, mathematics education in primary schools has a significant difference from mathematics education in secondary school, both in content and in terms of teaching methods. How has this problem been solved in the practice of training primary teachers in pedagogical universities of our country over the past decades?