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## CREATIVE ACTIVITY IN PREPARING PRIMARY CLASS TEACHERS TO DIRECT NATIONAL PROFESSIONS

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### **Abstract**

*This article is aimed at highlighting the problems and solutions of the organization of creative activities in the process of preparing future primary school teachers for orientation to national crafts. It reveals the specific features of performing creative work in the process of preparing future primary school students for national crafts, and effective forms of improving the student's creative work skills and qualifications.*

### **Key words**

*educational activity, systematic, independent, national crafts, creativity.*

The future of Uzbekistan, the development of all spheres of human life and the effectiveness of the implemented reforms directly depend on the success of the policy in the field of education and science. Recognizing the priority of education and science in our country, it is implementing systematic and wide-ranging measures to ensure the quality and freedom of education, to create an effective system of state administration in this area.

On March 19, 2019, the President of the Republic of Uzbekistan Shavkat Mirziyoyev put forward the five most important initiatives to further strengthen attention to young people, to widely involve them in culture, art, physical education and sports, and to increase the use of information technologies among young people. tasks such as formation of skills, promotion of reading among the youth of our country, ensuring the employment of women" are important for the future of the country, for the development of socially active citizenship competences in the development of mature and mature young people. A specific aspect of the stage of development of modern higher pedagogical education is a purposeful, substantive and technological change in the training of future teachers. The change of the goal-setting apparatus is the acceptance of the student as the subject of his educational activity, that is, from the subject-object relationship to the subject-subject (personal) relationship in the educational process. conditioned by

the exchange of the paradigm of teacher-student relations; substantive and technological changes should ensure the achievement of new goals. The problem of professional training of a teacher is of particular importance today in the country where political and economic changes are rapidly changing, that is, the teacher is assigned a social and cultural role. The most important component of this system is the implementation of developmental education and training of primary school students. Determining the essence of preparing the future teacher for the implementation of developmental education for primary school students, highlighting its uniqueness, structure and functions, analyzing the legal relationships between the components of this system, the basis for its implementation implies the determination of principles and result-target directions. It is necessary to understand the essence of the training of the future teacher and implement a number of activities for the implementation of the educational development of primary school students, to imagine it as a whole system.

In modern society, it is important not only to acquire knowledge, but also to be able to apply it in practice. In the education system, primary school students are guided to national professions based on basic competencies. The President of the Republic of Uzbekistan Sh.M. Mirziyoyev said that "... our young people have independent thinking, high intellectual and spiritual potential, and grow up to be people who are not inferior to their peers in any field on the world scale, We will mobilize all the strength and capabilities of our state and society to make him happy. Today, the changes taking place in all areas of our society have an impact on general education schools.

35-45% of the time reserve for the independent creative work of students is allocated based on the study of each subject, as well as the skills necessary for the professional training of primary school teachers in higher educational institutions. As theoretical, practical and independent education, students' independent creative activities are organized in the training sessions indicated by the direct teaching loads, assimilation of the educational content of the curriculum and program. New pedagogical and information technologies, interactive non-traditional methods are widely used in the theoretical part of training sessions. Practical training is organized in the form of a seminar, laboratory debate, conversation, and is aimed at creating problem situations and finding their solutions. In independent education, it is intended for students to study the relatively important and complex topics that directly ensure the integrity of the curriculum and programs.

Below are the names of independent creative works that can be effectively used in the process of training primary school teachers in higher educational

institutions. They can be successfully implemented taking into account various territorial, regional and local characteristics.

1. Making various shapes, toys, things from paper, cardboard, wires and gauze, as well as various natural and artificial materials on the basis of technological science.

2. Participation in the preparation of methodological developments in the educational system, the educational process and the organization of educational work (during internships). Preparation and implementation of electronic developments of training sessions.

3. Making presentations with the preparation of articles, lectures, theses of scientific-practical, methodological, pedagogical and psychological content in magazines, newspapers, collections, thematic conferences, conferences.

4. Participation in the preparation of scientific reports (on the performance of research works based on contracts in economic accounting).

5. Participation in the preparation of methodological recommendations and developments for the improvement of individual parts and sections of the educational plan and program of the educational institution (preschool, general secondary, secondary special educational institutions).

6. Designing, creating and constructing didactic tools of education. Preparation of technological and performance maps, creation of slides.

7. Participating in the development and implementation of methodological recommendations for improving the organization of various student activities (play, play-study, work, sports-health, creativity, production, public, etc.) .

8. Participation in various pedagogical, psychological, didactic, methodical scientific researches and observations, experimental tests, tests, questionnaires, interview questionnaires, compilation of observation cards, conducting interviews, participating in their discussion and editing.

9. Participation in Science Olympiads, competitions, various competitions, scientific-methodical conferences and seminars.

10. Active participation in various cultural, spiritual and educational activities, festivals, etc.

To organize the independent creative work of primary education teachers in the above-mentioned directions, after studying the existing opportunities in each region, territory, and higher education institution of our country, choosing various effective forms, place it will be possible to adapt and implement it. Of course, although the main theoretical guidelines and knowledge in the organization of independent forms of education in each academic discipline are given in classroom

training, practical skills and competencies are formed in the series of seminars, trainings, laboratory sessions.

The initial aspects of the professional skills of primary school teachers are formed and improved in their independent creative activities. For example, when performing the first 1 and 2 parts of the directions listed above, they perform independent creative work based on the established requirements. This situation serves as a foundation for them to perform various tasks in this direction in independent pedagogical activity.

The skills and competences of elementary school teachers to make shapes of objects and objects from various materials (colored and colorless paper, cardboard, plasticine, plastics, wires, gauze, natural and artificial, synthetic materials, etc.) It is important to actively participate in the formation and development of the 4-5 parts of the above directions. Because the preparation of things, objects, and the description of processes require a lot of time and equipment, there may be a shortage of time in direct lessons. Therefore, it is appropriate to pay serious attention to practical independent creative activities in this direction in the training of future primary school teachers.

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