



## **Use Of The Works Of Eastern Thinkers In Preparation Of Future Primary School Teachers For Professional Activity**

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### **ABSTRACT**

The current global changes in the socio-economic and scientific-technical spheres require the improvement of the system of training, in particular, the system of future specialists on the basis of innovative and integrative education. This means paying special attention to the definition of pedagogical and psychological bases of teaching on the basis of innovative-integrative education, the development of creative and professional approaches of students to secondary education in the educational process.

### **KEYWORDS**

Methods and technologies, enterprising, enthusiastic, dedicated, capable, talented, knowledgeable, creative, innovative-integrative education.

### **INTRODUCTION**

In the development of science and technology, which is the theoretical basis of such innovative methods and technologies, it is important that every member of our society is enterprising, enthusiastic, dedicated, capable, talented, knowledgeable, creative and, most importantly, innovative. The results of our research and observations in this regard show that future primary school teachers need to be able to apply their knowledge creatively in practice and

effectively use innovative-integrative education [... work on TXA.5].

- At the same time, in order to cultivate a creative attitude of future primary school teachers to innovative-integrative education in the field of primary education, it is necessary to pay attention to the following:
- Integrate innovative-integrative education in primary education

- development of systematization principles as a system;
- the most important and the development of innovative-integrative education
- determination of optimal directions; to determine the appropriateness of the exchange of information between the subsystems and the elements of the subdivision in the organizational-structural model of innovative-integrative education to the didactic processes;
- regular study of the impact of the peculiarities of primary education on innovative-integrative education;
- Regular assessment of the conditions of adequacy (suitability) of innovative-integrative education to the methodological system of teaching subjects in the training of future primary school teachers;
- clarification of the principles of preparation for the development of innovative-integrative education in primary education and their use in practice;
- innovative-integrative education in line with primary education design of the process as an open system with a combination of intellectual, cultural, program-methodical, organizational-pedagogical and technical resources, together with the subjects, goals, methods, tools and organizational forms;
- inno- based on the creation of electronic educational publications and resources a future start in shaping the environment-integrative learning environment ensuring the conscious and active participation of classroom teachers; creation of innovative-integrative education in primary education Ensuring system integration with multimedia technologies and so on.

## THE MAIN FINDINGS AND RESULTS

These noted aspects require strict requirements for modern primary education, in particular the training of future primary school teachers. In this sense, the main purpose of training future primary school teachers is to ensure the dynamics of professional training of future primary school teachers, taking into account the modern "labor market", the dynamically growing needs of the individual, state and society in the regular formation of professional knowledge and skills. consists of. This includes the professional intellectual potential of the teacher in the future primary school teacher; innovative development; provision of educational-methodical, educational-educational and educational-informational support;

availability of resources (database, information and knowledge bank, etc.) to help increase professional knowledge; the existence of a creative environment in the higher education institution; the adequacy of the levels of spiritual maturity of the educator and the learners, and so on. In the next part of our study, we present a conceptual sequence about them:

- i. Requirements for the training of future primary school teachers, taking into account the concept of development of the higher education system of the Republic of Uzbekistan until 2030.
- ii. II. The system of public education of the Republic of Uzbekistan until 2030 primary education taking into account the concept of development requirements for improvement.
- iii. "Science and scientific activity of the Republic of Uzbekistan" in accordance with the Law on Primary Education requirements.

- iv. The professional intellectual of the future primary school teacher capacity requirements.
  - v. Educational-methodical and educational-training of future primary school teachers requirements for information supplies.
  - vi. Professional knowledge of future primary school teachers requirements for increase.
  - vii. Demand for creative activities of future primary school teachers.
  - viii. Requirements for raising the spiritual maturity of future primary school teachers.
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## **CONCLUSION**

This, the social significance of the training of future primary school teachers on the basis of innovative-integrative education and the modern requirements to it show that the development of methodological bases for their professional training based on innovative-integrative education is one of the current problems of modern pedagogy. Therefore, in the next parts of this research work, we will deal with research work on them.

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