SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF IMPROVING THE PROCESS OF TRAINING FUTURE TEACHERS IN HIGHER EDUCATIONAL INSTITUTIONS

Jurayeva Nargiza Jamolidinovna
Doctor of Philosophy (PhD) in Pedagogical Sciences
Alfraganus University

Annotation. *This study examines the scientific and methodological foundations for improving the process of training future teachers in higher educational institutions. It highlights the importance of modern pedagogical technologies, competency-based approaches, and innovative teaching methods aimed at enhancing professional readiness. The research emphasizes the integration of theory and practice, the development of critical thinking, and the formation of pedagogical competencies that meet contemporary educational standards. Recommendations are proposed to optimize the training system and ensure the preparation of highly qualified and adaptable future teachers.*

Keywords. *teacher training, higher education, scientific foundations, methodological approaches, pedagogical competence, professional development, innovative teaching methods, competency-based approach, educational process optimization.*

Introduction

Analysis of the process of training pedagogical personnel in higher educational institutions shows that the existing system of higher pedagogical education in our country does not fully implement past humanistic traditions, but works on their development and the formation of new ones. Introducing a

humanitarian orientation into the content of students' professional training expands their opportunities to understand the cultural heritage of humanity, assimilate it, and go beyond their personal experience. In the process of deep understanding of culture and enrichment of professional and personal experience, appropriate methodological training is necessary for the future primary school teacher, through which he will be able to transform common cultural values into a part of his inner world and effectively convey them to students. Such a process of professional training, based on humanization, promotes a personality-oriented activity approach as the main strategy. This requires the teacher not only to impart knowledge, but also to organize education taking into account the personal needs and interests of each student. A fundamental approach to the methodological training of a future primary school teacher is required, since it is students of primary education who need to create a sufficiently solid foundation for the formation of students' methodological knowledge. However, the requirements for methodological training should not be excessive. [1].

In the studies of R.I. Sungatullina and S.G. Grigoryeva, the didactic directions and theoretical foundations of methodological training are analyzed, which justify the need to abandon one-sided approaches and apply a complex integrative methodology [2]. Also, the views of N.A. Muslimov on the structure of professional training, a multifaceted approach, including motivational, cognitive-orientational, operational, emotional-volitional, and evaluative components, serve as an important theoretical basis in the training of a future teacher [3].

M.B.Urazova proposes the application of complex technologies based on a step-by-step development model in the training of teachers of vocational education for design activities [4]. This indicates the need not only to connect

methodological training with the lesson process, but also to integrate it into all stages of pedagogical activity. According to K.T. Olimov, in the process of pedagogical training, professional motives, stable motives, professional and pedagogical qualities, and practical skills of the individual are of great importance, and this training should be understood as a complex socio-psychological system [5].

According to V.A. Slastenin, the need to take into account the value and behavioral components of the process of improving preparedness means that the subject of training, who highly assesses and understands the success of mastering knowledge in the subject, can show great initiative in this area; accept feedback from those around him in the group; accept help from others to improve the results; control and improve their communication style; search for new methods and means of mastering the subject; feel the goodwill or unwillingness of others; demonstrate will and determination in mastering knowledge, despite the difficulties that arise; demonstrate the ability to convince them of what the result and success of training depends on [6].

Despite significant changes in the goals and content of modern professional methodological training of students in the field of pedagogy, students still continue to use textbooks that do not meet the requirements of the modern day and the needs of society; the latest state programs were published more than a few years ago. The system of methodological training of future primary school teachers requires fundamental changes and improvement in accordance with the innovative processes in the current primary school.

The role of primary grades in the education system requires the integrity of methodological training from the future teacher. This affects the implementation of consistency and prospectivity among schoolchildren. Consistency and prospectivity “form two sides of the same phenomenon. As a

result of consistent action, a process or phenomenon acquires a perspective character." The future teacher should be able to determine the level of intellectual development of a child from kindergarten (or family upbringing) and predict the level that will be formed in the child after the completion of primary education.

Practice shows that ensuring continuity and consistency in the process of teaching subjects between the stages of primary and secondary education remains one of the serious problems for many teachers. The reason for this is the insufficient awareness of primary school teachers of the content of subjects at the secondary school stage and the methodology of their teaching in the existing system of professional training and the content of pedagogical activity. As a result, the process of students' acquisition of knowledge is not consistent, and they face difficulties in moving to the next stage. To overcome this situation, it is important to conduct a deep analysis of the educational process, assess the level of development of students' knowledge and skills, and harmonize them with the requirements of the next stage. Implementation of such an approach requires the training of a teacher who is deeply knowledgeable in their profession, has high methodological training, and has mastered modern pedagogical technologies, innovative methods, and individual approaches. Therefore, when organizing the professional training of future teachers, it is necessary to pay special attention to continuity, interdisciplinary connections, and the development of practical skills.

Conclusion

In conclusion, the scientific and methodological foundations for improving the methodological training of future primary school teachers in integrative learning are based on in-depth theoretical analysis, practical integration of modern pedagogical technologies, and the systematic application

of a competency-based approach. In this process, national and foreign experience are combined, creating a solid foundation for the training of a new generation of teachers.

REFERENCES:

1. Мордкович, направленность А.Г. специальной Профессионально-педагогическая подготовки учителя педагогическом институте: Дисс. д.п.н. М., 1986.-285 с.. математики в педагогическом институте: Дисс д.п.н . М., 1986.-285 с.
2. Sungatullina R.I., Grigoryeva S.G. Professional pedagogical training: theoretical foundations. Moscow, 2018.
3. Muslimov N.A. Kasbiy ta’lim metodologiyasi.– Toshkent: Fan, 2010.
4. O‘razova M.B. Bo‘lajak kasb ta’limi pedagogini loyihalash faoliyatiga tayyorlash texnologiyasi. Qarshi: QDPI, 2020.
5. Olimov Q.T. Pedagogik mahorat va kasbiy tayyorgarlik.– Toshkent: O‘qituvchi, 2015
6. Сластенин В.А., Каширин В.П. Психология и педагогика.-М.,2001.-480с Сластенин . В.А. Профессионализм педагога: акмеологический . контекст//Московский пед.гос.ун-т. Научные труды Московского педагогического государственного университета. Серия: Психолого педагогические . науки.- . М.:Прометей,2005.-с.92-101.