

PEDAGOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF CREATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON AN INTEGRATIVE APPROACH

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Annotation. The article analyzes the pedagogical foundations for the development of creative competence of future primary school teachers based on an integrative approach.

Key word: integration, learning activities, creativity, competence, ability, competence, knowledge, methodology, intelligence, education.

It is desirable to improve primary school teachers, who are the first link in the system of continuous education. General secondary and secondary specialized education is aimed at mastering general educational programs, the necessary knowledge, skills and abilities. The levels of general secondary education (grades I-XI) are as follows:

primary education (I - IV grades);

basic secondary education (V - IX grades);

secondary education (X-XI grades).

Children are admitted to the first grade of general secondary education in the year they reach the age of seven.

Primary education is aimed at forming the foundations of literacy, knowledge, skills and abilities necessary for students to continue general secondary education [2]. Historical aspects related to pedagogical activities, primary schools and primary education have existed and developed since ancient times (see table 1.1):

**Table 1.1. Pedagogical Activity In Primary Schools And Historical Aspects Related To
Primary Education**

№	Periods	Actions taken by periods
1.	VIII-XIII centuries	Primary schools and kindergartens are open
2.	XIV-XV centuries	In education, the teacher should be in the main place, he should be an example for students with his pedagogical skills and good qualities, he should be an educated, deeply knowledgeable and enlightened person at the same time, Ulugbek emphasizes.
		Calling the book a source of knowledge, Jami praises the teacher as a mentor who shapes these qualities in the younger generation, and encourages them to respect them more than anyone else. At the same time, each teacher should have deep knowledge, the best moral qualities.
	 the madrasahs were built by Alisher Navoi, who gave students

		allowances so that they could only study.
		According to Koshifi, "the coach must strictly observe the rules of decency and etiquette, giving advice and raising a child. It is necessary to observe them, and it is not appropriate to exhort the child in public places, but it is necessary to talk to the child in a secluded place. If he knows that an opportunity has come to give advice, he should approach him politely, because in our time it is desirable to be polite and kind".
		Davani divides teachers into two groups: teachers who are rude and short-tempered, who negatively influence the behavior of children, and teachers who are smart, knowledgeable about raising children and have good character. He condemns the teachers of the first group, even advocates their complete exclusion from the educational process, applauds the next group, approves of their course of action, encourages them to learn from the experience of such teachers.
		Babir says that one who demands knowledge must have a knowledgeable person (teacher) and a great student willing to learn knowledge.
3.	XVI-XIX centuries	Berdak, reflecting on knowledge and education, says that a teacher teaching at school should be an example for children with his politeness, purity of heart, honesty, good and thorough knowledge of his subject.
		According to Abay, it is necessary to open general education schools, and the people must allocate the necessary funds for these schools so that everyone, even girls, can get an education in them.
4.	Second half of the XIX century	Furkat visits schools with the Russian system of education and observes new learning and teaching.
		By the age of 13, Dilshod Barno had mastered the Turkish language and worked as a school teacher.
5.	First half of the XIX century	Abdukadir Shakury for the first time in Samarkand created the school of the new method "Usuli Savtiya". He used convenient and simple methods in school teaching and achieved great success in this field. In upbringing, he paid attention mainly to the literacy of children, the development of a culture of speech in them, facilitated learning to read and write using the sound-letter method. Together with Ismatilla Rakhmatullayev, he created in an accessible form for students of the new methodological school the manuals "Rakhnomai savod" ("Guide to teaching literacy") and "Alphabet education".
		Ishakhan Torah-Ibrat paid special attention to the development of a culture of speech, literacy, the acquisition of historical knowledge, and the moral education of students.
		In 1913, Muhammadsharif Sofizada opened a new methodical school in the village of Chust, "Dorulaytom" ("Shelter House") for orphans in the village of Kamarsada, organized evening courses for adults.
6.	Late XIX century, early XX century	Behbudi considered school and education as a means of forming and developing human self-consciousness, strengthening interethnic friendship, paid attention to the development of students as individuals and the formation of human qualities in them.
		In 1909, Sadridin Ayniy opened a new methodological school in Bukhara, wrote the textbook "Education of Youth".

		<p>Munavvarkori Abdurashidkhanov was one of the first in Tashkent who opened in his house "Usuli jadid" - a new methodical school, and for him in 1907 "Adibi avval" ("First writer") - the alphabet, "Adibi soniy" ("Second writer") - published a book to read. In the school he founded, he attached importance to the demonstration of lessons, the practical application of knowledge, focused on the democratic foundations of education, taught children religious and secular subjects. He created a program for each subject, provided for the mental, physical and moral development of children, improved teaching methods.</p> <p>Abdullah Avloni opened a new school in the Degrez region in 1909, in 1909-1917 his "First Teacher", "Second Teacher", "Turkish Gulistan or Ethics", "Gulistan School" were published.</p> <p>Abdurauf Fitrat was concerned about opening new schools in Turkestan and providing them with new programs and textbooks. In 1917 he published the book "Etude" in Baku.</p> <p>In 1911, Hamza Hakimzada Niyazi opened a school in Hajibek Guzare of Kokand and taught children. Creates textbooks for schoolchildren "Light Literature" and "Book for Reading".</p> <p>Elbek published the book "Example" for reading, "Book for reading" for grades 1-2-3, "Great Writers" for grade 4.</p>
7.	Second half of the XX century	<p>After the revolution of 1917, Kory Niyazi took an active part in the opening of a new type of school, wrote textbooks and methodological recommendations for schools.</p> <p>In 1962, Siddik Radjabov was the chairman of the joint council for the awarding of academic degrees in the field of pedagogy.</p> <p>Shorasul Zunnun created the textbooks "Language Lesson" (1924), "Book for Reading" (1928) and the "Rules of Language" manual.</p>
8.	In independent Uzbekistan	<p>In 1958-1990, Malla Ochilov published scientific publications on primary education, the teaching profession, moral education, educational work and student research.</p>

Age-appropriate traits are developed in elementary school. "In the school of the native language, inner feelings are more developed, executive organs are imagination and memory with hands and tongue to read, write, draw, sing, count, measure, weigh, memorize various materials, and the like," Komensky wrote. The purpose of the school is to teach children something that will prolong their whole life.

Jan Amos Comenius accepted the school, since "youth is educated in the virtues of kindness", and neglect of education and educational tasks was severely punished.

Jan Amos Comenius tried to study and create for each class separately. He enriched it with teaching aids for teachers, for example, he created the book "The World of Sensual Objects in Pictures", which corresponds to the principle of visibility - the main principle of teaching in elementary school. The requirement of Jan Amos Comenius to teach in the native language was also of paramount importance for that time.

At present, important changes have taken place in the primary education system. Europe in the XVII century lacked educational institutions and the level of education was low. In 1642, the Charter of the Gothic School was written, which became the basis for the programs of elementary

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schools in Germany. In accordance with it, education was planned in junior, secondary and higher schools. The first two were taught catechism (a brief summary of the Christian faith in a question-answer form), the native language, arithmetic and church singing, and in the senior class they added the study of customs, natural history and local history. In the lower class, children were admitted from the age of 5, they studied until they passed the exams, but not older than 14 years. But the schools lacked professional teachers. Only at the end of the XVII century in France was organized the training of teachers in the seminary of St. Charles, which should not exceed 20-30 teachers annually.

At the same time, there is a conflict between schools established by religious communities and ordinary schools. Concerned about maintaining its control over the population, the church tried to organize education in elementary schools and actively include religious content in it. However, the number of secular elementary schools increased and the literate population increased. Initially, the content of education in such schools was poor (ancient languages, literature), but gradually it began to be filled with subjects of the natural science cycle [4].

During the Reformation period (XVII-XVIII centuries), charitable and Sunday schools for the poor began to be created in England, and then famous gymnasiums appeared, built on the model of German city schools and gymnasiums.

At the end of the XX century, more and more attention is paid to the education of gifted children and, conversely, children with disabilities in mental and physical development. At the same time, a new direction is emerging - compensatory education, which allows those who fail to overcome difficulties. In this regard, early preparation of children for school begins not only in specially organized groups, but also with the help of the media (TV programs for children), the number of children in classes is reduced, communication with parents is organized to ensure proper support for students, temporary adaptation classes and a developed system of psychological services in education [3].

At the beginning of the century, alternative education appears for those who are not going to study according to traditional programs. At Appleton, for example, elementary education was divided into three-year and two-year periods, which eliminated grades. The student could advance or lag behind others in the learning process, the most important thing was to meet the deadline. In France, there were wild schools, as in America, where children were taught by parents together with teachers, some of whom shortened the states, while others extended the school year.

It is necessary that higher educational institutions meet existing social requirements, such as pedagogical skills, personal qualities, the ability to objectively monitor and evaluate students' knowledge in preparing future primary school teachers for creative work. The level of creative training of future primary school teachers, the assimilation of advanced pedagogical practices, the formation of skills and competencies in the use of modern pedagogical and information educational technologies [5].

In a word, the development of the creative competence of future primary school teachers based on an integrative approach plays an important role in training personnel that are resistant to fierce competition in the labor market. Democratic changes in the public life of modern Uzbekistan and its educational sphere - democratization, diversification of the educational environment, dispersal of the social order of education, the emergence of various programs, textbooks, curricula, educational institutions allow us to conclude that there are significant similarities in the history of teacher training in Uzbekistan.

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