

**DIDACTIC POSSIBILITIES OF IMPROVING THE METHODOLOGY FOR  
PREPARING FUTURE PRIMARY EDUCATION STUDENTS FOR INNOVATIVE  
PROFESSIONAL ACTIVITIES**

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**Annotation:** The article examines the objective situation of the future primary school teachers for professional activity in today's real educational practice and the didactic possibilities of improving the methodology of preparing them for innovative professional activity, and the development of innovative professional competence and didactic skills of modern pedagogues. General information is provided.

**Key words:** Innovative professional activity, ability, didactic ability, didactic opportunity, didactics, competence, pedagogical skill, thinking, intuition.

**Introduction:** In the evolving society, there is a necessity to optimize the education system and to prepare qualified personnel at all levels of continuous education. It is essential to develop their innovative professional activities, didactic capabilities, and opportunities. This highlights the importance of preparing highly skilled and well-equipped specialists who not only possess deep theoretical knowledge but also personal competencies and human qualities, making them true professionals in their field. This is especially crucial considering that many tasks set for educational institutions depend on the professional skills and managerial potential of teachers. Enhancing the qualifications of future teachers and developing their competencies for innovative professional activities requires preparing them as intellectually capable individuals equipped with high pedagogical skills and modern technologies.

To achieve positive results in this process, it is essential to provide future teachers with a thorough scientific education, broaden their worldview and thinking, and cultivate moral and ethical qualities. Ensuring the country's bright future, making its name known globally, showcasing and enriching the rich heritage created by great ancestors, and positioning our independent Republic among developed nations depend on preparing the future generation to be well-rounded individuals and highly professional specialists.

**Literature Review and Methodology:**

Today's modern teachers must keep pace with the times and constantly monitor the rapid and dynamic trends of our contemporary world. According to V.A. Slastenin's research, the primary characteristics of future teachers' pedagogical activities include:

- Creative-Motivational Orientation: Creative curiosity, striving for creative achievements, self-improvement, etc.
- Creativity: Imagination (fantasy), being free from conventional thinking, taking risks, critical thinking, ability to evaluate, reflection.
- Assessment of Professional Activity: Ability to master the methodology of creative activity, ability to master pedagogical research methods, ability to creatively resolve conflicts, ability to cooperate and assist in creative activities, etc.

- Individual Abilities of the Teacher: Speed of creative activity, work capacity in creative activity, determination, self-confidence, responsibility, honesty, truthfulness, self-control, etc.

The concepts of "competence" and "competency," as well as "professional competence," have been studied and analyzed by scholars such as N.A. Muslimov, O.A. Qoysinov, M.B. Urazova, and N.Yo. Najmiddinova, focusing on the issues of forming, developing, and diagnosing professional competencies. Pedagogical scientist N.A. Muslimov developed the scientific and methodological foundations for forming professional qualities in students. According to N.A. Muslimov, a teacher's professional formation is linked to their social role and the obligations and duties of students in higher pedagogical educational institutions. While a student's role is relatively defined, their participation in the educational process is characterized by fulfilling certain minimum requirements.

**Discussion:** Today, the teaching profession is considered one of the most popular professions in continuous education. This indicates that teachers working in the education sector need to possess strong knowledge, professional potential, pedagogical experience, and talent, and such teachers should be engaged in today's educational activities. In addressing this pressing issue, preparing modern professionals to meet today's demands involves not only ordinary teachers using modern teaching technology tools to organize the didactic process and achieve the goals set before the innovative education system, but also organizing various activities for children in educational processes, teaching them critical thinking, and nurturing them to be knowledgeable, morally strong, diligent, dedicated, and well-rounded individuals.

The decree "On Measures to Further Improve the Preschool Education System in 2017-2021," adopted by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, on December 29, 2016, aims to further develop preschool education, strengthen the material and technical base, expand their network, improve educational activities, provide qualified teaching staff, prepare future generations for quality school education, implement modern educational technologies, and create an educational environment for the comprehensive, intellectual, moral, aesthetic, and physical development of children. This period is considered crucial for the child, and the more purposeful the didactic approach is, the more successful the subsequent period will be.

**Results:** It is known that modernizing the continuous education system is one of the most important issues in socio-economic development. Therefore, each educational institution pays special attention to improving and enhancing the quality of the professionals it trains. We know that each learner has unique characteristics, behaviors, and personalities. In educating future primary education teachers, it is essential to recognize their individuality and develop didactic approaches accordingly. It is important for students preparing for pedagogical activities to master all the qualities inherent in the teaching profession. To achieve this, it is necessary to determine the pedagogical aptitude of future teachers and continually improve their professional competence, that is, their knowledge, skills, and abilities.

Future primary education teachers, during their studies at higher educational institutions, should focus on subjects related to teaching methodology. During the process of learning and mastering these subjects, they should not only teach children (students) but also prepare them for socialization and social life in a way that ensures each age group of students meets the minimum competency requirements specified in the state standards of primary education.

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In today's rapidly developing educational field, it is no longer sufficient for learners to only acquire knowledge and develop skills. They need to be provided with opportunities to develop and improve their knowledge and skills in various situations now and in the future. To achieve this, the knowledge provided to learners should be implemented from simple to complex, developing their skills to the level of ability, teaching critical thinking, evaluating events and phenomena, being engaged with the world and the environment, and nurturing them as individuals who can contribute to the development of the nation.

The role of dedicated teachers in nurturing well-rounded individuals is invaluable. Teaching has been respected and cherished as a profession throughout the history of human society. Ensuring the stable economic growth of a state today and in the future is directly linked to the development of the education sector. The role of innovative, competent, and modern teachers is of crucial importance in this regard.

In the current process of globalization in the education sector, the professional competence of modern teachers ready for innovative professional activities is reflected in the following: humanism, communicativeness, professional independence, a creative approach to work, pedagogical and professional aptitude, speech technique, didactic and academic ability, the ability to convey thoughts to the community, awareness of modern technologies, being equipped with modern technologies, and most importantly, having pedagogical skills.

Professional skills, competence, and didactic ability in a teacher result from continuous self-improvement, keeping up with current trends, being aware of innovations, and purposeful creative work. Pedagogical skills, in turn, require the appropriate application of pedagogical technologies, the ability to self-monitor, and organizing one's activities on a scientific basis.

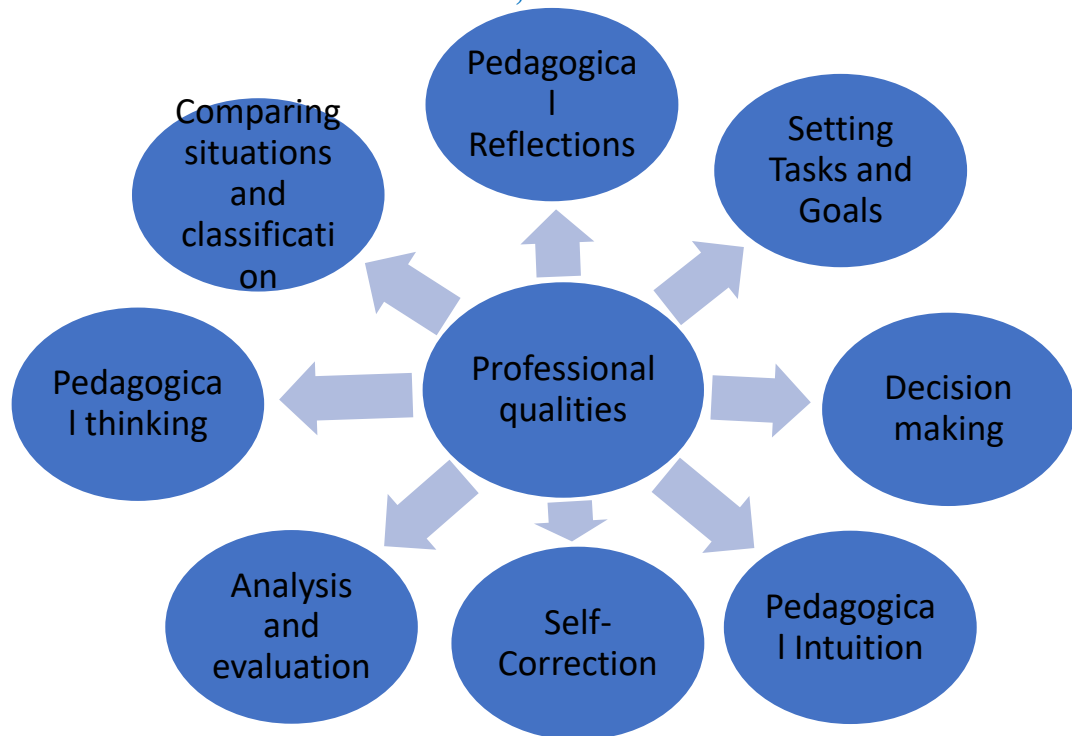
Innovative pedagogical activity envisions three types of pedagogical influence on learners:

- What to teach?
- Whom to teach?
- How to teach?

Thus, a skilled teacher should know how to select material from the curriculum and categorize it, implement the general goals of education, and wisely choose and apply the forms, methods, and techniques to influence students. Naturally, a highly competent, skilled teacher analyzes their activities. It is crucial to account for the labor and time spent during activities, identify existing shortcomings, select ways to eliminate them, and analyze their activities.

Developing innovative professional competence is directly linked to pedagogical situations, changes, pedagogical intuition, motives, goals, analyses, the use of new tools, methods, and the activity program. The activities of a teacher are shaped by various pedagogical changes. A teacher with pedagogical skills is an influential educator who can overcome educational difficulties, attract the younger generation, understand their inner world, sense their feelings, and skillfully approach students with different personalities, having creative courage, scientific analysis, imagination, and deep scientific thinking. Therefore, it is important for teachers and educators to possess these skills in nurturing a well-rounded generation. Preparing future teachers in this spirit is the goal of today.

In developing innovative professional competence in future teachers, it is essential to accurately set and achieve pedagogical goals and tasks in educational activities, modify them, compare and classify pedagogical situations, make decisions, possess pedagogical thinking and intuition, analyze, evaluate, self-correct, and reflect on pedagogical practices.



### 1-image. Professional qualities

A teacher with deep scientific thinking and potential can naturally organize modern education for learners. Such a teacher utilizes advanced pedagogical experiences and contemporary achievements in pedagogical science to conduct creative, independent thinking, and comprehensive spiritual-educational activities that shape well-rounded individuals. They create an environment conducive to collaboration among students. The comprehensive development of future educators, or students, lays the foundation for dynamic and integrative learning processes and the application of methods to manage cognitive activities. Additionally, they effectively use various methods and tools to improve teaching and learning quality in line with new educational standards and their own needs. Most importantly, they consistently read new literature related to their field.

In preparing educators for innovative professional activities, attention should be paid to their didactic abilities. What exactly are didactic abilities? Didactic abilities refer to the capabilities to explain educational material clearly and comprehensively, making it easy for students to understand, while sparking their interest in the subject and teaching them to think independently and critically.

A teacher with didactic abilities can adapt difficult educational material to be simpler, more understandable, and easier for students when necessary. Developing pedagogical competence is organized based on pedagogical and psychological principles through various forms and methods, and by applying special didactic principles (from Greek *didaktikos*—teaching, instructive).

It is important for a teacher not only to know the principles of teaching but also to create favorable conditions to implement them. This is achieved through a deep understanding of some leading primary principles and their application in the learning process. These principles are known in didactics as educational or didactic principles.

One of the main principles of didactics is to consider the individual characteristics of students during the educational process. This requires organizing the educational process by taking

into account the unique traits and capabilities of each learner. It is known that any person develops in a specific geographical environment and naturally bears the characteristics of that environment. Therefore, the principle of considering regional characteristics in the teaching process is also one of the essential requirements of didactics.

Although scholars have different views on the number and names of educational principles, their essence and the tradition of understanding teaching principles remain consistent. There is a set of educational principles, which include the following:

### Educational Principles

Principle of activity

Principle of comprehensibility in teaching

Principle of systematic approach in teaching

Principle of didactic reduction

Principle of using examples

Principle of visuality in education

#### **2-image. Ta'lim tamoyillarining majmuasi**

**Conclusion:** In conclusion, the formation of a student's personality is intrinsically linked to the educational process and cannot be compared to any other process. Any practical activity satisfies the highest spiritual and psychological needs of a person. These needs are unique to each individual and their fulfillment results in experience, skill, and ultimately, an art form. In this process, the educator plays a central role, as they strive to meet the most essential needs of the individual. It serves to enhance human potential, perspectives, and competencies. Therefore, in shaping a well-rounded individual, it is crucial to focus on the educator and their innovative professional activities.

Thus, we can say that the continuous improvement and development of innovative professional activities lead to the enhancement of skills, transforming them into art. Moreover, skill is considered the highest level of pedagogical activity, achieving success over a certain period.

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