PEDAGOGICAL BASIS OF PREPARATION OF TEACHERS OF FUTURE PRIMARY CLASSES FOR PROFESSIONAL ACTIVITY

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Annotation. The following article deals with the opinions expressing the factors that affect the formation of professional competence learners, professional competence of future primary school teachers, features of professional activity, design of educational process, methodical training of future primary school teachers.

Keywords: professional competence, modernization, integration, pedagogical conditions. psychological-pedagogical, professional, methodical and personal competence.

Introduction
In today's globalization and information age, at every stage of continuing education, the fate of the country is considered a topical issue in the training of competitive and qualified personnel with excellent knowledge and outlook in all respects. This means that in order to effectively form the professional competencies of future primary school teachers, it is necessary to identify the factors influencing this process in modern conditions and take them into account in determining the pedagogical conditions that ensure the formation of professional competencies of future primary school teachers.

It is known that modernization of the educational process in higher education institutions, development of professional competence of future teachers in improving the quality of the system of teacher training, equipping them with modern professional knowledge are important than ever. As well as developing skills and abilities, independent use of scientific and technical innovations, to be creative are important issues.

In the primary grades, students acquire basic knowledge. This period will be the basis for everyone's future career. The role of the primary school teacher is great in this. They adapt students who have just entered school to school life and
lay the groundwork for them to acquire modern knowledge. Children's attitudes to reading, mental abilities are formed during this period. This also shows that the task of primary school students is responsible.

**Literature review**

The study identified two groups of factors influencing the process of formation of professional competence of a future primary school teacher in a higher education institution:

- Socio-pedagogical factors (characterized by modern social conditions - the social aspect, the organization of the educational process in higher education - the pedagogical aspect);

- Psychological-pedagogical factors (characterized by subjective characteristics of a future primary school teacher and professionally important personality traits - psychological aspect, with his knowledge, skills and abilities - pedagogical aspect).

Also, A.E. Dmitriev and M.R. Levov emphasize that the first stage of school develops the child's personality, his abilities, teaches him the basics of communication, native language, reading, moral, aesthetic, physical culture, forms a systematic work habit. Children acquire a general idea of nature, society, man and his labor, the basics of worldview. In primary school, learners acquire the necessary reading and writing skills, learn to observe measure and calculate the world around them, learn logical memory techniques, elements of theoretical thinking, speech and behavior culture, personal hygiene and the basics of a healthy lifestyle. In children, the first values are formed, the motive for reading is formed, knowledge, love for spiritual values are instilled.

Every teacher must be prepared to work in these conditions, to perform such tasks. He or she must also know the modern child, his needs, and interests, have mastered modern methods of studying children and their developmental conditions.

The social aspect in the group of socio-pedagogical factors influencing the formation of professional competence of future primary education teachers determines the following factors:

- The role of the teacher of primary education in modern society (society's understanding of the importance of the primary stage of education in the life of every person, the definition of the social role of the "first teacher" to the teacher);

- Society's requirements for the profession of primary school teacher; - Opportunities for professional and personal growth (professional growth in pedagogical activity, professionalism in pedagogical activity and its highest stage - the achievement of pedagogical skills).

In modern conditions, the phenomenon of "developmental learning environment" is of particular importance in vocational education. British psychologist Dr. Raven explores the problem of competence in modern society, focusing on the interdependence of competence and behavior, competence and abilities, competence and developmental environment, competence and values. The
author believes that the environment is of great importance for the formation of competence. [6.128]

In S.I. Ojegov's dictionary the environment is interpreted as follows:
- A substance that fills the space, as well as objects that surround something;
- The sum of the environment, natural conditions in which human society, organizations operate.

In the Russian academic dictionary, the environment is interpreted as follows:
- A set of natural and social conditions in which the life of a particular organism;
- Social and living conditions of human life. [1.56]

The analysis of definitions shows that the concept of "environment" is revealed through the categories of space, environment, conditions in which human life takes place. So, in essence, it is a factor influencing human life activities. In V.A. Levin's research, the learning environment is understood as a system of influences and conditions on the formation of a person according to a defined pattern, as well as the opportunities available for its development in the social and spatial subject environment. [5.104.]

As can be seen from the above definition, the learning environment in a higher education institution is an integral part of the educational process that affects the formation of professional competence of future professionals. For primary school students, their teacher is the “ideal” person. That is why an elementary school teacher must be a perfect person in every way: he must have strong knowledge and upbringing. Also, to be a good teacher, one must use new technologies that engage students and attract their attention.

In order to use educational technologies, a teacher must first know the characteristics of his or her professional activity:
- To have a system of knowledge about the child of primary school age, his psychophysiological features;
- To acquire the knowledge of information in the field of humanities and natural sciences;
- To be fluent in modern alternative programs of primary education;
- To master various methods and techniques of teaching primary education (polymethodical literacy);
- To have a professional ideal of humanism and advanced empathy for primary school students.

Based on the above, the following components can be distinguished in the structure of professional competence of a future primary school teacher:
- Psychological and pedagogical, professional, methodological and personal competence.

The essence of these components is:
- Psychological and pedagogical competence is the basis of his professional activity for a primary school teacher. The teacher forms the basis for the study of
many subjects and forms the worldview, attitude to himself, the environment, academic work, and this can not be done without a system of knowledge about the young school-age child, his age, individual characteristics, social factors of development.

Many researchers (L. S. Vigotsky, V. V. Davidov, V. N. Vvedensky, N. L. Dmitrieva, N. Ya. Kantorovich, M. I. Lukyanova) under the psychological-pedagogical competence the most basic of their work. understand the value of focusing on the reader and knowing the following: [3.120]

- Psychology of education and upbringing of primary school students, pedagogical activity and personal psychology of a primary school teacher;
- Interrelation of education, development and upbringing of primary school students; a description of the driving forces in the development of the personality of primary school students in the process of education and upbringing;
- Psychological substantiation of methods of education and upbringing of primary school students; the laws of its development and formation, taking into account the physiological and mental development of the child's personality; the laws of psychological processes of "identity" and independent creative development of primary school students;
- Laws and principles of pedagogical processes of primary education;
- Goals and objectives of education and upbringing in primary education, the essence, content, form and methods of implementation of the educational process;
- Psychological laws of formation of creative thinking in pupils of small school age and conditions of their realization;
- Objectives, principles, content, methods, forms and means of independent creative development of primary school students.

**Research Methodology**

Psychological and pedagogical competence also includes the ability to apply this knowledge in the design of the educational process in primary school, as well as in the development and independent development of their students. In addition, psychological and pedagogical competence is the general theoretical basis of the subsequent methodological training of the primary school teacher and serves as a scientific and theoretical basis for further independent education;

- This knowledge provides the development of pedagogical thinking in future primary school teachers, the formation of professional pedagogical qualities of the individual, which are the basis of his professional training, ensuring the formation of pedagogical professional competence.

Also, an elementary school teacher should know:

- Mathematics;
- Natural Science;

The main problems of the native language and literature.

Methods of understanding the world through mathematics, science, modern mother tongue and literature; must understand:
- The importance of mathematics, science, modern mother tongue and literature in the socio-cultural sphere and in the education of primary school students;
- The main structures and important features of fundamental knowledge in the natural sciences and the humanities;
- The need to work with objects studied on the basis of the laws of mathematics, natural sciences, modern native language and literature;
- Principles of mathematics, science, modern mother tongue and literature;
- Must have: the basics of methodology and research apparatus in the natural sciences and humanities;
- Methods of transforming knowledge from mathematics, science, modern mother tongue and literature into a system of knowledge that is understandable to a student of primary school age.

Thus, the main characteristics of an elementary school teacher's science competence are:
- Availability of knowledge and skills necessary for a primary school teacher in the fields of mathematics, natural sciences, modern mother tongue and literature, the skills to apply them. N. B. As noted by Istomina and others, the importance and feature of methodical training of future primary school teachers is the integration of special (scientific) psychological-pedagogical and methodological knowledge.

This integration prepares students for to carry out developmental education in primary education; independent creative activity on various variable programs; to cultivate the child's personality in the educational process, to develop his abilities, to form the desire and ability to read, to acquire the experience of communication and cooperation.
The formation of creative methodical thinking and the development of independence in future primary school teachers depends directly on their methodological competence. About this V. A. Adolf and W. A. According to Slastenin, methodological competence has a clearly defined practical nature and, by its very nature, reflects an expanded system of knowledge on the specific construction issues of teaching a particular subject. [2.84.]

**Analysis and results**

Prospective primary school teachers can be called competent if they have a good command of teaching methods, can clearly define their attitude to different methodological systems, and have their own individual approach to methodology.

In the structure of professional competence of an elementary school teacher, a component such as methodological competence can be distinguished, which reflects the following set of knowledge:
- Theoretical bases of methods of teaching primary school students;
- Development trends of the theory of national education; the essence and role of primary education in the integrated pedagogical process;
- Didactic and methodological bases of teaching special subjects in primary education;
- Methodological bases of integration processes in science (the doctrine of the integrity of the material world, the interdependence and general connection of nature, society and cognitive phenomena);
- The dialectic of differentiation and integration of scientific knowledge about their role in the educational process of primary education;
- On the essence, significance, forms and ways of interdisciplinary implementation of existing curricula of primary education;
- Methods of pedagogical diagnostics of the individual characteristics of the student of primary school age and his ability to self-realization;
- As well as generalized professional skills:
- Ability to think and act pedagogically; study, expression, explanation of real pedagogical phenomena and facts;
- Making professionally based decisions, solving pedagogical tasks; organization of voluntary educational process;
- Application of technologies of individual activity approach;
- Valuable pedagogical communication skills and abilities, including active listening, empathetic acceptance and adequate self-expression; as well as: skills of professional conduct and democratic style of communication;
- Mastering the techniques of communication;
- The ability to apply the system of skills and abilities of independent educational activity; skills that ensure the formation of self-development and professional competence.

In addition, A. K. Markova emphasizes the uniqueness of the professional activity of a primary school teacher, which consists in the formation of the basics of reading skills and learning activities in the primary school teacher, the formation of patterns of behavior in school (the success of students in subsequent years depends on it). [4.208.]

Therefore, a primary education teacher should do the following:
- To develop students' ability to understand and divide the learning task, to divide the methods and results of learning activities into parts, to compare several solutions, to perform several types of self-control;
- Formation of learning motives (interest in working methods, self-assessment). Thus, the following main features of methodological competence can be said: knowledge of traditional and modern methods, forms, means, methods, technologies of education and upbringing in primary education, ability to apply them, creative transformation skills.

Conclusion/Recommendations
In short, one of the main factors in the implementation of the tasks set in primary education is the methodological support of the educational process. Models, models, pictures, posters, didactic materials, multimedia materials (electronic textbooks, manuals, films, audio, video resources).

It is expedient to carry out a lot of work on the improvement of primary school textbooks, manuals, methodical manuals, adaptation to modern requirements, their creation. Methodological competence is the knowledge, mastery, application in practice of forms, methods and means of effective organization of educational and management processes.

The influence of psychological and pedagogical factors on the formation of professional competence of future primary school teachers in many ways depends on the individual, the system of self-requirements. It is expressed in the satisfaction of choosing one's profession, perceptions of the modern primary education teacher and the desire to conform to these perceptions, and motivations.

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