



THE ROLE OF AN INTEGRATIVE APPROACH IN THE DEVELOPMENT OF PROFESSIONAL AND CREATIVE ACTIVITY OF FUTURE PRIMARY CLASS TEACHERS

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| Article history: | Abstract: |
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| Received: 7 th February 2023 Accepted: 7 th March 2023 Published: 10 th March 2023 | Specific topics included in the elementary school "Reading Book" textbooks are determined by the fact that they introduce students to the magical world of fiction, and focus on the correct formation of their worldviews based on the ideology of national independence. Accordingly, the leading feature of the reading classes is to ensure the literacy of the students, as well as to educate the students in the spirit of high moral values based on the national ideology. The subject range of the works studied in the reading lessons of primary grades is quite wide, and they are general, such as mother nature, seasons, folklore, love of work, major holiday dates, national independence and spirituality. are united within the framework of topics. |

Keywords: competence, creativity, creative activity, integrative approach, methodical skills.

INTRODUCTION. In order to positively solve the problem envisaged in our article, we believe that it is necessary to clarify some basic concepts and separate the existing interpretations and views on these concepts that are in accordance with the purpose of our research. These are the concepts of "creative-methodical activity", "professional training", "competence" and "competence".

Although the concepts of "methodical activity", "scientific-methodical activity", "creative activity" are widely used in the literature related to the field, interpretations aimed at revealing the essence of the concept of "creative-methodical activity" and definitions given to this concept are hardly found. We believe that the reason for this is that the phenomenon of "creativity" is characteristic of all types and forms of activity (that is, scientific and creative activity, creative research activity, creative and communicative activity, etc.) we consider the concept of "creative-methodical activity" used as a specific type of activity embodied in the perspective of creative activity and methodical activities in terms of perception, purpose and essence. Therefore, in order to clarify the essence of the concept of "creative-methodical activity" and evaluate its importance in pedagogical practice, we will dwell in detail on the concepts of creativity and methodical activity.

ANALYSIS AND RESULTS. The phenomenon of "creativity", which is considered the main basis of creative-methodical activity, is a rather complex concept. In philosophical and pedagogical-psychological literature, creativity is described as the

objective and subjective activity of a person or a group of people aimed at creating new material, intellectual and spiritual benefits [1].

Creativity is first born in the heart of a person, and subjectively, in the process of creating a new intellectual, material and spiritual product, one's knowledge, skills, abilities, vision of the external world, experience in perceiving existence, potential, competences - all of them are manifested. is enough. In the process of creating a creative product, essentially all the methods characteristic of scientific research - analysis, reflection, observation, critical-analytical study of others' experiences, comparison, putting forward hypotheses based on logical conclusions, searching for evidence to justify the hypothesis, arguing the evidence, etc. psychological-intellectual actions are performed.

Despite the fact that there are many definitions of the concept of "creativity" and approaches to its essence, there are still some ambiguities in its conceptual understanding: the question of the essence of this phenomenon has not been fully answered [2]. As we want to draw an important conclusion for our research about the phenomenon of creativity, which should serve as the main basis for the creative-methodical activity of the elementary school teacher, in the field of pedagogy, it is necessary to clarify the answer to this question.

So, is creativity a reflection of existence in human imagination, the development of personal characteristics, a type of activity or a constituent component of a certain activity? There are views that



describe creativity as a form of life that takes place during separate processes [3].

A person's self-awareness takes place through the world of objects created by him. As a result of the fact that the essence of a person is determined by activities such as creating, building, creating, producing something, he wants these products to be more perfect. This desire motivates him. From this constantly recurring idea, one can conclude that, firstly, the phenomenon of creativity exists only in harmony with a specific activity: it is absolutely impossible to have creativity without activity, and secondly, creativity is created by a person himself (built, built, produced and so on) are the result of motivation resulting from the need to perfect objects. The third conclusion is that a person's personal and professional qualities, characteristics, peculiarities, inner potential, talent develop during activity and are summarized in a certain sense by means of the motivation of perfection, that is, creativity is the full potential, inner potential of a person. is a demanding phenomenon [4]. Therefore, our acceptance of the interpretation that characterizes creativity as the phenomenon of manifestation of all (opened and unopened) characteristics of a person during the activity carried out as a motivation corresponds to the goals of our research.

Summarizing the above definitions of "methodical activity" and "creative activity", we can draw the necessary conclusions about the purpose, essence of creative-methodical activity and the educational and educational tasks performed during its implementation.

The primary school teacher's readiness for creative and methodical activity should be considered as a response to the modern requirements and social needs imposed by the state and the public on the primary education system. Before commenting on this issue, we should dwell on the criteria that determine the level of readiness of a primary school teacher for creative-methodical activity. The question is asked in a traditional way: that is, what personal and professional qualities can we say that a primary school teacher is creatively and methodically prepared?

First of all, the teacher should have sufficient knowledge and skills about the methodological basis of pedagogical processes in this field. Also, a primary school teacher:

- able to deeply analyze the educational system and teaching principles, forms, methods, technologies and means of scientific knowledge;

- to be able to deeply understand, evaluate and apply trends, ideas, existing realities in pedagogical processes;

- it is necessary to have the skills of designing pedagogical and educational tasks related to educational goals [5].

The methodological basis of pedagogical processes consists of knowledge about the structure and foundations of the theory of pedagogy, the principles of introduced approaches, and methods of knowledge acquisition.

Speaking about the creative-methodical activity of the pedagogue, we should say that the main direction of this activity is the person's (i.e. teacher's) own profession, object of activity (i.e. educational processes), pedagogical knowledge and is manifested in their interest in mastering skills and developing their personal and professional qualities.

A teacher shows his individuality as a person and a specialist during creative-methodical activity: he is not an "executor" who carries out ordinary activities, works within the framework of plans and programs, but a person who consciously feels the tasks of a specific purposeful activity. is recognized as a subject. At the level of the subject of creative-methodical activity, the teacher who communicates with the students through the manifestation of his individuality creates a creative educational environment and an educational environment that is necessary for the discovery of the potential and hidden possibilities of primary school students. becomes the "core" of conditions [6].

However, how to "recognize" a primary school teacher who implements (or increases) creative-methodical activity? In what aspects is the subject of creative-methodical activity carried out on the basis of creative individuality visible in the pedagogical team? If we put the question in a simpler way, "by what signs can we find out that there is a subject of creative-methodical activity in front of us?"

Creative-methodological activity consists of finding ways to generate an idea (or idea), process it, adapt it to the requirements of the existing environment, turn it into a scientific hypothesis and prove the hypothesis put forward, and in the case of a hypothesis, find ways to apply the proven idea to pedagogical practice. -thinking includes a sequence of actions consisting of analytical generalizations. There is also the fact that creative-methodical activity is not limited to solving pedagogical problems: in this activity, the characteristics of the subject, such as the need for knowledge, creative thinking, emotional-



inner, self-control, motivational, self-development appears in a generalized way.

O.I., who conducted research on determining the structural composition of the professional competence of a primary school teacher. Panfilova's works emphasize the personal qualities of the specialist. He considers the structural composition of professional competence to consist of the following layers:

- need-motivational layer: characteristics that determine the complex of factors that motivate a person to work (value orientation, social importance, needs, interests);

- practical-technical layer: knowledge, skills, skills and experiences of a person related to the object of activity, professionally important personal qualities, perception of the importance of one's activity, ethics and moral image, interests, etc. [7].

There are enough studies on the concepts of "competence" and "competence" and the boundaries between them, however, these boundaries are not clearly defined, but this uncertainty is not directly related to the topic of our research. Therefore, O. N. Yarigin's statement that competence, which is considered an important professional quality of a pedagogue, and competence is a generalization of the above-mentioned definitions, is a set of interrelated qualities of a person focused on a specific range of subjects, and competence is a generalized perception of all types of competencies in him. We accept the riff.

The issue of training a future primary school teacher serves as a technological basis for the preparation of a primary school teacher for the profession. Therefore, in order to clarify the topic of our research by creating a complete and detailed picture of this process, we need to study the methods of professional preparation of graduates of educational institutions.

We can see in the researches of A. Brown that the integrative approach is a "modern didactic tool that serves to generalize scientific knowledge" and that it is based on interdisciplinary connections. According to him, by ensuring interdisciplinarity, the opportunities for a deeper study of the studied object, phenomenon, processes and more detailed determination of their connections will expand [8].

Also, in other works devoted to the essence of the integrative approach (A.Y. Danilyuk, I.D. Zverev, I.V. Koshkina, YE.N. Puzankova, etc.), it is aimed at the goal of "organizing the educational process on the basis of research-oriented interdisciplinary communication". orientation is emphasized.

In our opinion, the perfect interpretation of the concept of "integrative approach" is given in the researches of G. Y. Grevseva, M. V. Siulina and E. A. Bannikova [9]. According to them, "the integrative approach is a position of research, according to which education is considered as the processes and results of pedagogical integration (interdisciplinary, intra-disciplinary, interpersonal, intra-personal integrations)."

The active-practical component of the integrative approach is the integration of forms of education. It is envisaged that the teacher will use all forms of teaching aimed at the manifestation of the existing creative potential, internal potential, critical-analytical thinking and creativity of students. It is also an important issue to study certain procedures for introducing an integrative approach to educational practice and what exactly should be integrated in certain pedagogical conditions and educational environment.

The following goals can be included in the main goals of using an integrative approach in mastering general, professional and special subjects of a future primary school teacher:

- formation and development of civic consciousness in the future specialist;

- to create a socio-pedagogical and communicative environment for the formation of the learner's identity;

- to ensure that students receive the necessary knowledge based on social-legal, spiritual-educational standards;

- formation and continuous development of design, research, reflexive, communicative and other skills in the learner;

- education of professional and personal characteristics of the learner, etc. [10].

The introduction of the integrative approach at the level of the science itself ensures the result of the activation of processes such as knowledge of learners, socialization of the learner. When mastering the learning material for each topic, the previously learned topics are integrated, the existing knowledge of the learner is activated. For example, when studying the topic "Education is the path to the development of society" within the disciplines of the "Pedagogy" complex, the integration of such topics as "Education: Yesterday and Today" and "Prospects of Education" is envisaged. At the same time, the learner uses the integration of the subject itself (three subjects) and interdisciplinary (pedagogy-history) level. Through a comparative analysis of the results achieved by education today with the problems of education in the



last century, one will have a bright idea about the prospects of education. Also, within the framework of integrated topics, specific conclusions about the educational interpretations of the factors affecting the development of society, the connections between social conditions and educational development, the principles of health in education and the interrelationship of environmental factors release is expected. Internet resources, videos, problem situations, knowledge tasks can be successfully used in the process of integration at the intra-subject level. The establishment of reflexive evaluation relations between the teacher and the students in the part of the lesson to strengthen the learned subject also ensures the effectiveness of the introduction of integration [11].

Mastering the main issues related to the subject being studied in an integrative approach at the intra-disciplinary level is based on a number of principles and methodical rules. These principles are the principles of systematicity, integrity, development, causality, positivity, and permanence.

Despite the fact that there are many studies devoted to the issue of an integrative approach at the level of science, the possibilities of integrating the content of academic subjects and the educational potential of special elective courses in harmony with new information technologies have not been revealed [12].

At the core of integration between disciplines and the science itself, it is assumed that the learner receives the scientific view of the world through the harmonization of relations with nature (environment). In this case, it is important for the learner to master the subjects in a comprehensive way and critically and analytically discuss the studied phenomena.

In order to create such an environment, teachers should use innovative methods and methods, as well as be able to find the educational significance of each subject. According to researches, in order to introduce interdisciplinarity, teachers need to integrate knowledge in the minds of learners, that is, integration at the interpersonal and intrapersonal levels. For this, the introduction of collective lesson forms will give the expected result. Debate is one of the most widely used forms of teaching for the implementation of interpersonal integration and which gives the expected results in classroom practice.

Debate is a team teaching method that has the importance of arousing the interest of learners, realizing their communicative potential, and developing the ability to reason with the help of facts and evidence. Debate is characterized by high educational

potential. If the discussion is organized in practical lessons, laboratory sessions, seminars, it will perform its function effectively. The teacher can solve knowledge and educational issues using the debate method. Including:

- the student feels that he is a part of the team, perceives that he has contributed his share to the overall result, therefore, the feeling of respect for the team's opinion is formed;

- the learner develops the ability to respect the personality of others, to see them as rivals only in terms of educational material, but in fact to see them as partners on the way to a common goal;

- each person has ideas, views, hypotheses, assumptions about the subject material being studied: this ensures the formation of a certain level of educational research skills in each of the students;

- every learner who participates in the debate develops his oratory potential;

- during the discussion, the existing knowledge of each participant (i.e. learner) expands and deepens with the help of others' opinions [13].

CONCLUSION. Based on the above, on the basis of an integrative approach, it is necessary to take into account the conditions related to the integration of the materials related to the creative-methodical preparation level of the teacher in the traditional educational content. This task is carried out at the level of all subjects within the framework of the educational program and curriculum aimed at training future primary school teachers, and on this basis, an algorithm of educational actions aimed at introducing an integrative approach is developed. This algorithm is followed throughout the entire educational process at the higher education institution in the field of pedagogy.

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