



THE SKILL OF A PRIMARY EDUCATION TEACHER IN PRACTICAL ORGANIZATION OF INNOVATIVE AND INTEGRATED LESSONS

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Annotation. In this article, the self-development of primary education teachers involves the organization of education in a modern way, raising their pedagogical skills to a higher level, continuous work on themselves, training, regulation and includes the process of systematic participation in scientific work. At the same time, in improving the quality and efficiency of the primary education system, the skills of the primary school teacher are discussed.

Key words: competence, education, education, teacher, student, professional development, primary education, professional competence, level of teaching, child psychology, primary education pedagogy

The level of creativity in the field of system modeling corresponds to the highest skill of the teacher, if the teacher is able to develop the quality of education by himself and is able to form personal education, it is a way to form creativity. will be directed. Like our students, elementary teachers have pedagogical skills. In the literature, creativity is defined as an individual effect of an individual that allows to find an effective sensitivity to solving pedagogical problems under certain conditions. Pedagogical creativity is a functioning system, so the main criterion is the result of activity. The level of creativity and professionalism of primary education teachers directly depends on the teacher's professional competence. The development of creativity in primary education teachers includes the following as the main elements of pedagogical competence:

- knowledge of the topic, skills and experience, solutions and technical and creative tasks in the field of discipline:

- methods of forming the requirements of teachers (knowledge of various teaching methods, didactic methods and techniques, their application, methodological competences in the field of abilities, psychological mechanisms, mastery of knowledge, development of skills, formation of skills):

- psychological and pedagogical competence in the field of teaching (pedagogical diagnosis, in relation to pedagogical training, the results of personal



work diagnosis, knowledge of age, psychology, personality and pedagogical communication, awakening and sustainable interest in the subject based on the possibility of awakening and development is based on the ability to shoot and develop.

Effective organization of lessons in today's education system depends not only on the teacher, but also on the students. If the students are active, active and creative, these lessons will give effective results. Societies and organizations around the world increasingly need innovative knowledge and creativity to solve problems, which in turn increases the importance of innovation and creative thinking. The development of creativity in primary education teachers includes an analysis of a survey of first grade parents about the personal characteristics of science teachers:

- pedagogical skill. The development of creativity in primary education teachers consists primarily of love for children, as well as professional training. Accidentally, the teacher or deliberately in a certain reception practice and as a result arouses interest in the subject, respect and love of the child. It gives the teacher professional satisfaction, but also learns and applies the well-known reception, but also looks for new ones. Today, a creative teacher can solve any problem, compare, analyze, interpret, find a way out of situations. Accordingly, there was a need to search for new ways of developing the teacher's creativity personality. One of them is research activity. Experts say, "The element of scientific research, as we believe, is more important than the most important element of practical pedagogical activity." A teacher who has mastered scientific research, mastering various pedagogical tasks, will have the opportunity to search for new opportunities to solve pedagogical situations, to search for the educational process to the extent that it meets the requirements of modern society. With all the undoubted importance of these studies, they do not fully reflect the technologies of teacher self-development in the context of modernization of education. Analysis of scientific literature and empirical experiments allows you to distinguish the number of contradictions:

1. interest in the development of scientific research activities aimed at the development of a conscious pedagogical process and professional self-development between the demands of innovations in the field of education and the absence of the majority of teachers;

2. teacher's activity is characterized by new pedagogical values related to creativity and pedagogical support of the research teacher;

3. There is an increasing use of the potential of the group for the qualitative improvement of the work of the pedagogic team and the adequate orientation of



management activities in the school in the pedagogical subject. Thus, the problem was identified, it is the theoretical foundations that need to be developed and the conditions for the development of the teacher's professionalism. We offer you as much experience as possible on the possibility of strengthening professional self-development by creating socio-pedagogical conditions for the teacher.

1. The professional self-development of the teacher and the stimulation of his search and creative activities are ensured (as a subject) based on activity-oriented, personality and personality-creativity approaches.

2. The self-development of professional teachers is based on the gradual development of their scientific research activities: a) purchase of teachers for scientific research activities; b) organization of research; c) integration of scientific skills in pedagogical activity in the process of interaction with light, usual and polycyclicals. Analytical scientific work is devoted to the consideration of the aspects of self-development, self-development, anticipation, reflection, biologically, as the subject of human self-awareness, individualization, human self- As self-awareness, one's own work is devoted to the detection of degeneration. Thus, self-development is a holistic process of social-personal development due to personality, living conditions and work. The unconditional importance of a person's self-development, the uniqueness of self-development is emerging. An active and creative position is taken only by long-term purposeful actions aimed at changing themselves. As a result, there are irreversible qualitative changes in the psychological state of a person, which is distinguished by the need for creativity, self-improvement, self-education, and work itself. Based on the content of self-development, we clarified the concept of "Professional-self-development" and "professional socialization" based on the analysis of theoretical sources. It made it possible to understand the internal mechanisms for building a unique development trajectory and determining management tasks aimed at activating this process. Professional self-development is a professional experience. Modernization of professional experience is a dynamic process, which is the activation of technologies that lead to the improvement and development of individual skills.

The social aspect reflected in the concept of "professional socialization" is professional knowledge, skills, abilities, socio-professional norms, the formation of a person as a subject of professional activity. As a result of professional socialization, he actively implements professional experiences related to professional self-development and self-improvement. As a result of the study of the main features of



professional self-development, the following technological stages were distinguished:

1) informing about his needs, opportunities, interests, taking into account himself;

2) the teacher performs self-examination, plans to work on himself, and chooses the means of movement on his own while justifying the goals and tasks of self-development;

3) self-processing, resulting in a new quality and structure of activity. The technological approach to professional self-development made it possible to find optimal ways to activate this process. Today, the processes of radical changes in the modern school involve the orientation of its activities to new pedagogical values, and the demand of a teacher, in turn, includes the search for new ways to develop the creativity of a teacher. scientific creativity, nature, enough for. Research works in it as an integral part of innovative processes in the field of education encourage teachers to carry out their professional activities, self-awareness, self-education, self-development, activation of creativity, communication, forecasting and abilities is the state of intense activity of the researcher teacher.

1. Creative activity in the educational process is the highest level of knowledge activity characterized by a person's desire to overcome the usual norms and methods of action. Creative activity is manifested in the readiness of the teacher to develop himself, independence and initiative, in the process of learning and solving problems, in the creation of a new product of activity.

2. In the process of primary education, the primary teacher the development of the activity goes through several stages: orientation or reproductive-imitation (awakening students' interest in educational creativity); search and work (increasing the level of awareness and importance of a person's creativity production activity); creativity (formation of an attitude towards creative problem solving and active involvement in effective creative activities).

3. The criteria for the development of the creative activity of a primary teacher are the manifestation of innovation in creativity (creating accompaniments, improvisations, compositions), motivational attention to activity, creativity, independence in using unique methods of solving problematic situations . does not have clear solutions

4. The effectiveness of the teacher's creativity in the process of primary education depends on the following. - directing teachers and teachers to self-development and self-awareness in the process of joint mastering of creative



activities; - introducing students to the educational-creative process in accordance with the individual educational direction; The analysis of difficulties in the implementation of modern education led to the development of additional measures that help to develop the research function. In conclusion, primary education teachers should develop their own creativity, this means organizing education in a modern way, raising their pedagogical skills to a high level, constantly working on themselves, learning - includes the process of regularly engaging in normative and scientific work.

When teaching our children who are just starting out in life, we should introduce them to every subject, connect them with nature, teach them to love animals, look at the plant world with love and care for them, not to treat our nature with indifference, to observe cleanliness, To teach the rules of etiquette, to respect the elder and to respect the younger, to be able to distinguish between good and bad, to give examples of various narrations and hadiths about the concept of a friend, and to organize lesson processes based on stage performances with their participation is the best way to achieve good results is a step.

Using the new modern pedagogical technologies, computers, projectors, display posters, handouts, and game videos on each topic, appropriate incentive cards are used to reward students for each correctly completed work. The organization of the lesson process, the use of methods of negotiation between groups, and games will also greatly contribute to the improvement of the quality and efficiency of our primary education system. It is important to ensure that no student is left out of control in the course of the lesson, and to organize additional group classes outside of class with a student with a lower mastery, paying attention to each student's psychology and temperament. I think it is the duty of every teacher to get to know each other. We should always communicate with parents after getting to know their family environment.

On the basis of the Law of the Republic of Uzbekistan "On Education" and the National Personnel Training Program, fundamental reforms were implemented in the field of education, particularly in the field of primary education. The content of primary education has been updated, and textbooks based on modern pedagogical and information technologies have been created based on the newly developed state educational standard and curricula. Today, modern pedagogues use intensive methods, interactive methods and didactic games in the course of the lesson. At the same time, teaching foreign languages to students from the primary school age has also been widely implemented.



In order to fulfill the tasks envisaged by the Law "On Education" and the National Program of Personnel Training, the educational process should be organized based on scientifically based ideas, i.e., a certain concept. It improves quality efficiency and gives expected results. Education is the process of imparting knowledge to students, educating them, developing them, creating skills and qualifications, the main means of preparing young people for life and work. Primary education is the initial stage of general secondary education. In the Republic of Uzbekistan, primary education covers grades 1-4 and is the first stage of education, spiritual and physical training, and development of thinking. Today, it is demanded to further improve the quality and efficiency of primary education. Accordingly, a number of tasks are set before primary education.

These are:

- formation of the desire and skills of primary school students to read, learn, and apply the acquired knowledge;

- to strengthen the desire for a highly formed cognitive process and cognitive activity among primary school students; The level of teacher's professional competence and teachability in the development of the primary education process, child psychology, modern primary education pedagogy and best practices in this field, the concept of person-oriented education and the competence approach knowing the basics is important in ensuring the quality and effectiveness of primary education. The category of pedagogical skills characterizes the individuality of a person from the point of view of professional activity. The teacher's skills are humaneness, the ability to fully explain the subject while working with children, observation, the ability to treat correctly, the ability to see the future, speech skills, expressiveness of mime and pantomimic expression, regardless of what the situation is. the ability to control one's own emotional state is the mastery of this teacher. In our educational system, education and upbringing are carried out together. This serves to ensure the quality and continuity of education.

"Education for us is a matter of either life or death, or salvation, or destruction, or happiness, or disaster," said A. Avloni, one of the geniuses of our national education. Life, salvation, the work that leads to happiness, the one who implements education is the teacher. Pedagogical skill is not an innate talent or a trait passed from generation to generation, but it is based on research and creative work. Our country is developing day by day, and we teachers should never stop researching to keep up with the times.



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