

PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR INTELLECTUAL ACTIVITIES ON THE BASIS OF INTELLECTUAL SYSTEMS OF KNOWLEDGE ACQUISITION

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Abstract:

This article provides information on the preparation of primary school teachers for intellectual activity, as well as the work that needs to be done in this regard.

Keywords: Intellectual activity, foreign experience, quality assessment of education, teacher, student.

Introduction

In the conditions of independence of our country, it is known to all of us that it is an urgent problem to prepare students of the primary class for a new social life, to achieve a free development of thinking in the educational process, to introduce creative and competitive personnel on the basis of the development of intellectual activity of educators in this regard. The head of our state pays a lot to grow the intellectual potential of our youth, in this regard we should remember the following points. " We mobilize our young people with independent thinking, high intellectual and spiritual potential and all the strength and capabilities of our state and society to mature, be happy, to become people who do not empty in any sphere to their peers on a global scale " [1].

In our work, the formation of the personality of a socially active mature, intellectual and creative teacher was admired as the main problem. Because the social activity, intellectual creativity of the educator is of particular importance in the development of society, gaining spiritual and moral content.

A creative teacher is an independent - minded, inquisitive, intellectual, creative, professional knowledge and qualification specialist who is distinguished in the team by his ability, resourcefulness, diligence, reputation and high culture.



At a time when the educational reforms of the Republic of Uzbekistan are developing, the formation of the personality of a primary education teacher is an important stage to convey to them, the initial foundations of existing scientific knowledge.

The requirements for the intellectual training of the teacher, the glorification of which was expressed in the works of Eastern thinkers Ismail al - Bukhari, Yusuf Khos Hajib, Abu Nasr Farabi, Abu Rayhon Beruniy, Abu Ali ibn Sino, Abdurahman Jami, Alisher Navoi, Jalaliddin Davani, Abdullah Avloni.

According to our approach, in the guise of a future elementary school teacher, the following should be exaggerated:

- childbearing;
- love his profession;
- being a pedagogical activist;
- constant work on itself.

On the basis of this approach, it will be advisable to prepare teachers of the future primary class in the process of higher pedagogical education. In this respect, it is necessary to pay attention to the following conceptual directions adopted in international pedagogical experiments:

- a) to provide professional, psychological and pedagogical knowledge to future primary school teachers;
- b) arming future elementary school teachers with pedagogical skills;
- g) the formation of the psychology of working with a child.

It is indisputable that the preparation of future primary school teachers on the basis of this approach will give the expected effect. Meanwhile, it cannot be forgotten that every teacher during his career improves his professional image. According to our approach, today elementary school teachers should be aware of modern approaches. In this respect, pedagogical, psychological and aesthetic competence should be exaggerated in the image of future primary school teachers. In this regard, it will be advisable to master the following pedagogical qualifications:

- teachers of the future primary class should be able to cope with the pedagogical task, effectively organize educational and educational work;
- as much as possible, each student must have an individual way of working;
- mastering the skills of working with educational materials is important for future teachers.

[2]

Another effective way to tame future elementary school teachers into intellectual activity is the application of combinatorics elements. It is known that the intellectualization of the educational process requires an innovative approach to the study of the process or phenomenon under consideration. Such approaches provide an opportunity to develop optimal options for the formation of skills and competencies on the basis of information about sources, relevant information and knowledge bank. The formation of knowledge, skills and competencies, which are formed on their basis, is considered a kind of pedagogical research and becomes an important didactic basis in the preparation of future teachers for intellectualized professional activities. The results of research in this area show that innovative approaches are required in the formation of the intellectualized knowledge, skills and competencies that are being planned,



and they help to optimize these processes. They are: research on the basis of science, making creative approaches, systematic research of sources, intellectualization on the basis of informatization of skills and competencies can also provide a fundamental basis for the development of optimal options for the formation of resurrected skills and competencies. Now let's go directly to the process of formation of intellectualized knowledge, skills and competencies. Each action to solve the problem caused by this serves to guarantee the quality of education, and it is an innovative activity that, in turn, consists of a set of actions that are considered to increase its effectiveness with a guarantee of the quality of Education. Intellectual activity-mental (mental, spiritual, creative) activity of a person in the field of science, technology, literature, artistic and artistic design. Intellectual activity reflects a person's use of rational cognitive abilities.[3]

The organization of the educational process on the basis of a consistent, continuous, systematic and clear social goal, interdisciplinary communication in this process, as well as work based on the unity of all existing factors that are effectively counted in the formation of a worldview, is a guarantee of achieving the intended goal. This situation makes it possible to assess the nature of certain social events-phenomena from different points of view, to see their development, to observe their transition from one state to another, to understand their interdependence and connection, to dictate each other. Thus, the specifics of intellectual activity depend on the inner, personal qualities of each person and external factors.[4]

The bottom line is: the methodology for the formation of creative abilities and intellectual potential in future primary school teachers is multifaceted. This includes strong grounded knowledge, hands-on experiences, interdisciplinary learning, and commitment to continuous improvement. By adopting intellectual teaching strategies, adopting technology, and developing a supportive learning environment, future teachers can inspire the next generation of scholars and thinkers. The influence of these teachers shapes the future of scientific discoveries and innovations.

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