

Current Issues of Methodological Preparation of Future Primary School Teachers for Professional Activity

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Abstract: This article examines the process of training pedagogical personnel in higher educational institutions, the urgent issues of methodical preparation of future primary school teachers for professional activity, various components of the process of improving training, and analyzes the scientific approaches of many researchers to this issue.

Keywords: Integration, distance learning, competence, educational resources, integrated learning modules, components.

Introduction: In the modern educational process, the methodological preparation of future primary school teachers for professional activity is one of the urgent issues, and the organization of this process on the basis of an integrative approach allows for a deeper, more meaningful and more effective methodological preparation.

Integration is an approach that serves the holistic organization of the educational process by ensuring the interrelationship of various disciplines in pedagogical activity and their substantive coherence. Therefore, the methodological preparation model for future primary school teachers should adopt an integrative approach as its main principle[1].

Civilization of education, that is, its construction on the basis of international standards, means the transition to a paradigm of education based not on knowledge, but on competence. This requires the formation of not only theoretical knowledge, but also practical skills and qualifications in the training of primary school teachers. In today's global information space, the quality of education in the training of pedagogical personnel has become a factor directly affecting the socio-economic development of the country[2].

The methodological preparation of future teachers is central to their professional formation. In the "Explanatory Dictionary of the Uzbek Language", the term "preparation" is interpreted in two main semantic layers: "the act of preparation" and "the state of readiness" [3]. This situation is also reflected in

pedagogical preparation: firstly, it is an active action (the process of preparation), and secondly, it means qualitative maturity (the state of readiness). Thus, the methodological preparation of future primary school teachers is a complex pedagogical process based on continuous development.

Based on scientific research, a theoretical model of this training was developed using the motivational, cognitive, process and integrative criteria of methodological training proposed by M.I. Tashpulatova [4]. Based on this model, a mechanism for improving methodological training was identified, in which special attention is paid to the development of pedagogical competencies, the formation of modern lesson analysis, the use of educational technologies, interdisciplinary integration and independent thinking skills. Improving methodological training for future primary school teachers in distance learning requires the following pedagogical competencies:

- design of the educational process based on digital technologies;
- development of integrated educational modules;
- application of interactive methods based on foreign experience;
- technical and methodological literacy in the use of educational resources [5]. In the formation of such competencies, an integrated model should be developed that is consistent with the national traditions of Uzbek pedagogy, based on international

experience.

The studies of R.I. Sungatullina and S.G. Grigorieva analyzed the didactic directions and theoretical foundations of methodological training, which substantiate the need to abandon one-sided approaches and use complex integrative methods [6]. Also, N.A. Muslimov's views on the structure of professional training - a multifaceted approach that includes motivational, cognitive-orientational, operational, emotional-volitional and evaluative components - serve as an important theoretical basis for the training of a future teacher [7].

M.B. Urazova proposes the use of complex technologies based on a step-by-step development model in the preparation of vocational education teachers for design activities [8]. This indicates the need to link methodological training not only with the lesson process, but also to integrate it into all stages of pedagogical activity. According to Q.T. Olimov, in the process of pedagogical training, professional motives, stable motives, professional and pedagogical qualities, practical skills of a person are of great importance, and training should be understood as a complex socio-psychological system [9].

According to V.A. Slastenin, the need to take into account the value and behavioral components of the process of improving training suggests that a subject of education who highly values and understands the success of mastering scientific knowledge can show great initiative in this area; accept feedback from those around him in the group; accept the help of others to improve results; control and improve his communication style; look for new methods and means of mastering science; feel the goodwill or disfavor of those around him; show will and determination in mastering knowledge despite the difficulties that arise; and be able to convince them of the things on which the result and success of learning depend [10].

Despite significant changes in the goals and content of modern professional methodological training of students in the pedagogical direction, students still continue to use textbooks that do not meet modern requirements and the needs of society; the latest state programs were published more than a few years ago. The system of methodological training of future primary school teachers requires radical changes and improvements in line with the innovative processes in the current primary school. An analysis of the process of training pedagogical personnel in higher educational institutions shows that the existing system of higher pedagogical education in our country does not fully implement the humanistic traditions of the past, but works to develop them and form new ones.

Incorporating a humanitarian orientation into the content of students' professional training expands their opportunities to understand the cultural heritage of humanity, to master it, and to go beyond their own personal experience. In the process of deep understanding of culture and enrichment of professional and personal experience, a future primary school teacher needs appropriate methodological training, through which he or she will make common cultural values a part of his or her inner world and will be able to effectively convey them to students. Such a professional training process is based on humanization and promotes a person-oriented approach to activity as the main strategy. This requires the teacher not only to impart knowledge, but also to organize education taking into account the personal needs and interests of each student. A fundamental approach to the methodological training of a future primary school teacher is required, since it is precisely students of the primary education program who must create a sufficiently solid foundation for the formation of students' methodological knowledge. However, the requirements for methodological preparation should not be excessive [11].

The place of primary grades in the education system requires the integrity of methodological preparation from the future teacher. This affects the implementation of mutual consistency and perspective among schoolchildren. Consistency and perspective "constitute two sides of the same phenomenon. As a result of consistent action, a process or event acquires a perspective character". The future teacher should be able to determine the level of intellectual development of a child coming from kindergarten (or family upbringing) and predict the level that will be formed in the child after the end of primary education. Practice shows that ensuring continuity and consistency in the process of teaching subjects between the primary and secondary levels of education remains one of the serious problems for many teachers. The reason for this is that the current system of professional training and the content of pedagogical activity do not sufficiently familiarize primary school teachers with the content of subjects at the secondary school level and the methodology for teaching them. As a result, the process of acquiring knowledge for students is not consistent, and they face difficulties in moving to the next stage. To eliminate this situation, it is important to conduct a thorough analysis of the educational process, assess the level of development of students' knowledge and skills, and align it with the requirements of the next stage. Implementing such an approach requires training teachers who are deeply knowledgeable in their profession, have high

methodological training, and have thoroughly mastered modern pedagogical technologies, innovative methods, and individual approaches. Therefore, in organizing the professional training of future teachers, it is necessary to pay special attention to continuity, interdisciplinary connections, and the development of practical skills.

Conclusion

In conclusion, the scientific and methodological foundations for improving the methodological preparation of future primary school teachers for integrative teaching are based on a deep theoretical analysis, practical integration of modern pedagogical technologies, and systematic application of a competency-based approach. In this process, national and foreign experience are combined, creating a solid foundation for the preparation of a new generation of teachers.

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