MODERN APPROACHES IN TRAINING PRIMARY SCHOOL TEACHERS

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Abstract.This article analyzes modern approaches to the system of training primary school teachers, innovative technologies implemented in pedagogical education, and advanced foreign experiences. The role of contemporary methods in shaping the professional competence of future teachers is highlighted.

Keywords: primary education, teacher training, modern approaches, innovative technologies, foreign experience, professional competence.

Annotatsiya. Ushbu maqolada boshlang‘ich sinf o‘qituvchilarini tayyorlash tizimidagi zamonaviy yondashuvlar, pedagogik ta’limga tatbiq etilayotgan innovatsion texnologiyalar va ilg‘or xorijiy tajribalar tahlil qilingan. Kelajak o‘qituvchilarining kasbiy kompetensiyasini shakllantirishda zamonaviy metodlarning o‘rni yoritib berilgan.

Kalit so‘zlar: boshlang‘ich ta’lim, o‘qituvchilar tayyorlash, zamonaviy yondashuvlar, innovatsion texnologiyalar, xorijiy tajriba, kasbiy kompetensiya.

Аннотация. В данной статье анализируются современные подходы в системе подготовки учителей начальных классов, инновационные технологии, внедряемые в педагогическое образование, и передовой зарубежный опыт. Осмыслена роль современных методов в формировании профессиональной компетенции будущих учителей.

Ключевые слова: начальное образование, подготовка учителей, современные подходы, инновационные технологии, зарубежный опыт, профессиональная компетенция.

There are numerous professions in the world, but undoubtedly, the most noble and responsible one is teaching. Indeed, primary education forms the fundamental core of the continuous education system. If a student masters all subjects thoroughly during their primary years, they will not face difficulties in acquiring knowledge in higher grades. As students progress to secondary education, their level of academic achievement serves as a direct reflection of the professional competence of their primary school teacher. To ensure excellence and avoid professional criticism, a primary school teacher must be an expert in their field.

If we compare a school to a large building, primary education is its foundation. The more solid and firm the foundation, the higher the building can rise. Alternatively, if we consider the teacher as a gardener and the student as a young sapling—if the gardener nurtures the sapling correctly and provides water and nutrients on time, it will grow into a great tree. Those who rest in the shade of that tree will offer prayers of gratitude for the gardener’s hard work.

As seen from the two examples provided above, the knowledge acquired during primary education is of paramount importance. Today, it is common to observe teachers utilizing modern innovative technologies, methods, and various educational games during their lessons. Consequently, several questions arise: What exactly do “method” and “innovative technology” mean? Why is it necessary to use modern technologies instead of relying solely on traditional teaching methods? Which specific methods yield the most effective results?

Before implementing innovative technologies and methods, we must focus on their conceptual meanings. The term **“Method”** originates from Latin, meaning “way” or “path.” More specifically, it refers to the systematic efforts made to achieve a particular goal. Innovative technology can be applied in every sphere. In education, today’s most urgent tasks include implementing new approaches, modern methodologies, multimedia tools, and computer technologies.

In the current era, the use of innovative technologies in every field has become a requirement of the times. Primary school students have limited scientific background, and they often find it difficult to comprehend or master topics explained in a purely academic style. Therefore, to ensure better acquisition of knowledge, teachers must employ various innovative technologies, methods, and games.

While topics can be explained solely through verbal instruction, the proverb "Seeing once is better than hearing a thousand times" holds true. Presenting subject matter through presentations using computers and multimedia tools makes it easier for students to understand and retain complex topics. The correct application of various methods during lessons ensures high-quality learning and a sufficient understanding of the material. However, it is important to note that certain methods may not yield the expected results if not aligned with the teacher's specific objectives.

This article provides examples from our practical experience regarding the application of certain interactive methods and technologies used in primary school mathematics lessons during professional internships. It is well known that primary school students are primarily motivated by achieving "Excellent" and "Good" grades, and they often study in a competitive environment. To further increase student engagement, numerous methods and technologies exist; below are examples of how to apply some of them in the classroom.

The **"Competition"** Method. This method is effective for reinforcing the topic of "Adding Multi-digit Numbers" in 3rd-grade mathematics. In this method, three students are initially called to the board. Each student is given a separate sheet containing different problems (of equal difficulty) prepared in advance by the teacher. The student who completes the assigned problems first and correctly is declared the winner and is rewarded by the teacher.This method facilitates rapid thinking in students and significantly increases their engagement in the lesson. The **"Competition"** method can be conducted not just with three students, but with six, nine, or even the entire class during a single session. Naturally, this depends on the time allocated for reinforcement and the complexity of the lesson being taught. To implement the "Competition" method with all students, several topic-related problems are written on the board, and students are given 5–10 minutes. The student who solves the problems correctly within the allotted time (or before the deadline) is declared the winner; alternatively, students can be awarded 1st, 2nd, and 3rd places based on their speed and accuracy.

Another widely used method today is the **"Umbrella"** method. This method can also serve as a "brain break" or physical activity during the lesson. The procedure for the "Umbrella" method is as follows: mathematical tasks are attached to the edges of an umbrella using strings. Five or six students are called to the board and stand in a circle around the umbrella. Music is played, and the umbrella is rotated by one of the students. The number of tasks on the umbrella should be fewer than the number of participants. When the music stops, students must quickly grab a task; the quickest students secure a task, while those who fail to grab one return to their seats. Those with tasks proceed to solve them.

If this method is conducted in a mathematics lesson following consecutive theoretical subjects—such as Literacy or Natural Science—it alerts students who may be sitting inattentively and increases their speed and alertness. As a result of implementing these technologies and methods into the educational process, a student's:

-independent thinking abilities continue to develop;

-capacity for critical and free thinking is cultivated;

-interest and engagement in the lesson increase;

-ability to express personal opinions independently is strengthened;

-habit of self-guided study and continuous self-improvement is fostered, among other benefits.

In conclusion, while there are many teachers in the world, there are unfortunately fewer true masters of the profession. To become an expert in this field, every teacher must first possess profound knowledge and extensive experience, as well as the ability to effectively utilize modern technologies and interactive methods during classroom activities. Furthermore, the proficiency to apply information technologies in professional practice remains one of the most vital requirements of the modern era.

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