



DIDACTIC SUPPORT FOR IMPROVING THE PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON AN INTEGRATIVE APPROACH

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Annotation. This article explores the issue of improving the identity of the initial and final value feedback in interpreting and imitating authentic elective materials based on defining the identity of the initial and final value feedback according to the generative content, and the issues of defining the identity of the initial and final value feedback according to the generative content in interpreting and imitating authentic.

Keywords: future primary school teachers, didactic training, didactic support, authentic elective materials, interpretation, imitation, initial and final value, feedback, identity, generative content.

It is known that in the content of educational material, including in the content of educational material according to generative content, preliminary postulates (a principle or rule that is taken without proof, has some basis), some intermediate hierarchical materials and final conclusions are distinguished.

When interpreting and imitating authentic elective materials, it is important to determine the initial (A) and final (b) values of the educational material for each subject in determining the identity of the initial and final value feedback according to the generative content, determine what knowledge the learners of the selected content have and how significant it is in developing competency in them. It should be noted that generative content was considered as constantly updated (recyclable) content (not according to the repetition of the materials mentioned), as well as variable, adaptive and context-adaptable content in relation to the synergistic learning environment. The interpretation of authentic elective materials is inextricably linked to the qualities of contextual interpretation.



The article determined the identity of the initial and final value of authentic elective materials based on generative content as follows: It is impossible for all elements of the generative content of authentic elective materials to be completely new (0a) to the learner, and it is impossible for the initial value of the learning material to be zero (0a). In this case, the final value (0b) will be 0 or insufficient. Learning material can be mastered by repeating previous topics of the subject or by studying other learning elements. That is, the simplest initial (1a) and final (1b) values of the learning material are based on at least 1 basic or foundational knowledge. Therefore, the starting value is determined based on the students' ability to master other learning materials.

The initial value of the level of complexity or abstraction of the generative content of authentic elective materials (1a, 2a, 3a, ...) is determined taking into account its compatibility with the way in which the objects are described by the students.

At the beginning of the study of the topic, for example, if qualitatively and quantitatively certain results are achieved in terms of educational material, the initial value of the level of abstraction for the corresponding elements of educational information is given to two, three and hakozos (2b, 3b, etc.k) is equal to.

For each element of the generative content of authentic elective materials, 1A (2A, etc.k) and 1b (2B and h.defining the final values of (k) ($1A+1B=1C$ or $2A+2B=2C$ and hakozo) means determining what knowledge the student will have on the content being studied.

The final level of knowledge for each element of the subject content (1c or 2c, etc.) is based on the learner's need to be able to work with it in their future learning and practical activities.

For example, if future learners need the skill of using acquired information in typical situations when solving typical problems, then the level of knowledge (1c,

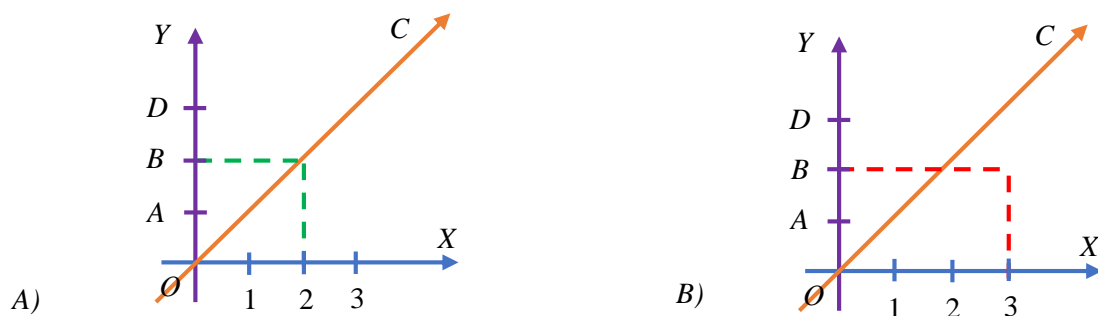


2c) is determined by the need for typical situations of relevant elements on the generative content of authentic elective materials.

When working with generative content of educational materials, the teacher is given the following requirements: to clearly see the scientific and methodological ties between the elements of educational materials; to understand and adequately assess their didactic significance; to identify and implement the need to place certain methodological aspects in the educational process; to determine the system of didactic situations [4].

All these analyzes indicate the integration of authentic elective materials (integration of educational material with vital activities, spheres, processes; integration of educational material with educational processes, compliance with the fziological, psychological states of learners, etc.).

The construction of generative content of authentic elective materials in terms of content and volume can be described as follows: in this case, the OX arrow reflects the size of the educational material, the content of the lunar arrow educational material (logic, content complexity), the OC arrow reflects the expected result from education (as a developing hierarchical process) (see Figure 1):



1- Figure. Constructing generative content of authentic elective materials in terms of content and volume

Given that the number of rows and columns in a dataset reflects the number (size) and content of the learning elements in the dataset, simply increasing the size



or complexity of the content will not lead to satisfactory results (Figure B).

Therefore, the generative content of authentic elective materials should not only be appropriate for the educational purpose, but also provide conditions for learners to work independently on the learning material. The sufficient depth of generative content of authentic elective materials ensures its reliability and effectiveness.

Using different forms of information in the preparation of educational materials allows for the creation, integration, and interpretation of information. The article specifically examines the issues of preparing future primary school teachers to develop students' competencies based on teaching students to interpret and imitate educational materials.

It should be noted that on the basis of teaching to interpret concepts, the need to improve the process of developing students' competence, in particular, on the basis of interpreting educational materials in different forms of students, on the basis of analytical-synthetic processing of educational materials, creating their imitations, interpreting educational materials is manifested.

Scientific research has emphasized the importance of interpretation in teaching science. For example, S.P.Rubsova revealed the possibilities of interpretation in working with texts [5]. In addition, scientists Z.I.Trubina [6], Ye.R.Yadrovskaya [7], S.X.Jalilova, G.Berdiev, B.M.Botirov [2] conducted scientific research.

Interpretation is a complex (holistic) cognition process in which we can conclude on the basis of hidden psychic processes, personality disorder and individual symptoms, pathogenesis or etiology of psychic disorders, diagnostic information (indicators) perceived through analyzers about the conditions of changes in progress. Interpretation is not only the process of making an inductive or deductive judgment, which is a narrower sense of hypothesis testing, but also the



application of information obtained from a sample of behavioral testing to such behavior that will be manifested in the future [2].

Training in working with information sources is carried out in stages. It involves searching for, storing, interpreting, and, if necessary, processing the necessary information from sources, using them, placing them in appropriate sources, and creating imitations. Improving the pedagogical capabilities of students in the formation of skills for working with educational tasks based on analytical-synthetic processing of educational materials in the form of text, images, numbers, the creation of their imitations, the ability to interpret educational materials ensures the effectiveness of the process. In particular, the content of education is improved, the ability of students to master the subject and the effectiveness of teaching the subject are increased.

The development of education in line with the requirements of the times necessitates fundamental changes and new approaches. Therefore, finding ways and opportunities for the effective use of educational materials is considered one of the important tasks of Education, which serves to increase the competence of students to master them, interpret them, process them, create their imitations, at the same time teach them to integrate mastered educational materials, use them in educational and vital activities. As learners master the learning materials, they learn to apply them, which gives them the ability to interpret, process, and create imitations. According to the ancient Greek philosopher Socrates, "the creativity of a teacher, ... "The goal is not to convey ready-made information to the reader, but to encourage students to seek the truth and develop independent thinking" [3; 719].

Developing students' competencies in working with educational information in various scientific fields is a complex process that requires reliance on basic scientific concepts that encompass the content of the subject. Basic concepts serve to reveal the essence of specific events, objects. The process of teaching based on



introducing basic concepts related to science, teaching to find common connections between concepts, and integrating the concepts being studied with the concepts studied initially; It is based on teaching students to extract and interpret basic concepts from the system of acquired educational information.

Understanding and interpreting educational materials by students (Latin. "interpretatio" - the ability to explain, interpret, and give [1; 169-b.]) meaning, to reveal its essence, serves to competently master the material.

It is important to increase students' independence in mastering educational materials. Classes in which students participate independently learn information interpretation based on the analysis of acquired educational materials, their synthesis, assessment based on a critical approach to educational materials, memory, understanding and application, conducting research on the meaning of information, understanding based on Discovery.

Their cognitive activity is also an important basis in this process. In order for students to be able to work with educational materials, mastering fundamental knowledge serves to explain, be able to interpret, adapt in an informed environment, based on understanding the content–value of theoretical knowledge and necessary basic concepts for their assimilation of educational information.

An integrative approach to learning materials (connecting or describing objects with their models) or interpreting them based on the transfer of one type of learning material to another type of learning material.

It is advisable to emphasize the use of various forms of information in the preparation of educational materials (creating their imitations using educational materials of different types, providing the opportunity to integrate and interpret them).

In particular, it is important to use tasks that involve interpreting learning materials presented in one form into another form when working with learning



materials presented in different forms. One of the important stages of the process of working on assignments is to understand and explain the essence of the material by processing and applying educational materials in various forms. When teaching students to interpret different types of learning materials, it is first explained in a practical way that information can be expressed in different ways. For example, interpreting the given problem (condition) in the form of text, using information in the form of numbers, images, etc.k.

When teaching students to interpret different types of learning materials, skills are first developed through practical training in how to express them in different ways.

Interpretation (conversion of information presented in one form into another form based on interpretation of information presented in different forms) is important in the implementation of analytical-synthetic processing of information.

Thus, as a conclusion, it can be said that one of the important criteria for determining the improvement of the training of future primary school teachers is the interpretation and imitation of educational materials during their work.

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