

**METHODOLOGICAL TRAINING OF FUTURE PRIMARY EDUCATION TEACHERS
BASED ON AN INTEGRATIVE APPROACH IN AN ELECTRONIC LEARNING
ENVIRONMENT**

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Abstract. This article discusses the theoretical foundations, content and importance of methodological training of future primary education teachers based on an integrative approach in an e-learning environment. It is said that an integrative approach serves to strengthen the interrelationship between different disciplines in the educational process, to increase the professional training of students. It also shows ways to increase the effectiveness of using e-learning tools and develop the methodological competence of primary education teachers.

Keywords: E-learning, integrative approach, methodological training, primary education, pedagogical technologies, competence, teacher training.

Today, the development of digital technologies is also reflected in the field of education. The use of e-learning opportunities serves to improve the quality of education, take into account the individual capabilities of students and increase efficiency. The electronic learning environment plays an important role, especially in the process of training future teachers in primary education using modern pedagogical technologies and in the process of forming and developing their methodological skills.

E-learning courses are often notable for providing quality learning resources of international standard. In the traditional education system, the main role is played by the interaction between the teacher, the textbook and the student. Students often read and learn all the necessary information from books. E-learning offers a completely new approach: in it, all the necessary learning resources are placed on the Internet, that is, the student can study them online anywhere and at any time. One of the biggest differences between these two systems is that in traditional education, changes to educational materials require reprinting existing textbooks or manuals, which takes a lot of time and money. In e-learning, there is no such problem - electronic resources can be updated at any time, very easily, and even have the opportunity to update them every day. In this era of rapid development of information technologies, this aspect is of particular importance, because new information and news are rapidly exchanged, and the education system must adapt to this. Therefore, e-learning is valued as a powerful tool that complements traditional methods, and in some cases even replaces them.

Issues of forming the communicative culture of primary school students based on an integrative approach - the Law "Ta'lim to'g'risida" of September 23, 2020, the "Taraqqiyot strategiyasi" for the development of the Republic of Uzbekistan for 2022-2026 and other regulatory documents set out the tasks of reforming the system of continuing education, which is a prerequisite for the successful implementation of working with students in the educational process and their formation as a harmonious generation at the state level. In particular, Article 9 of the Law "Ta'lim to'g'risida" specifically states that "Boshlang'ich ta'lim ta'lim oluvchilarda umumiy o'rta ta'limni davom ettirish uchun zarur bo'lgan savodxonlik, bilim, malaka va ko'nikmalar asoslarini shakllantirishga qaratilgan."

In the process of implementing systemic reforms in the field of education, special attention should be paid not only to the quantitative aspects of teachers, but also to the qualitative indicators of primary school teachers. Therefore, in our opinion, it is important to review and update the

principle of a competency-based approach in the organization of the educational process in all educational institutions and in all forms of training specialists in pedagogical areas.

Today, the concept of "competence" is considered one of the main concepts of the education system, expressing not only the sum of knowledge and skills, but also the ability to apply them in practical activities. In addition, it serves as the main category that determines the state and effectiveness of the educational process in society, as well as the extent to which education meets the needs of society and individuals.

One of the most urgent tasks is the development of educational and methodological complexes in subjects in accordance with state educational standards, the creation and introduction of a new generation of educational and methodological support based on ensuring continuity in their content and teaching technology.

Therefore, it is recommended to use competency-based and integrated approaches in new generation standards, teaching-methodological complexes, curricula for primary school teachers (standard programs, work programs, pedagogical practice programs, final certification forms). The concept of integration is widely used in various fields and is often restored. Its Latin root - the word "integratio" means "restoration", "completion", and "integer" means "full", "whole". Thus, this is the process of individual parts or integration into a single system, forming a single whole. In the educational process - differentiation, along with integration, is a qualitative process in which different disciplines form a unique closeness and transition, which is raised to a new level and is manifested in a high level of interdisciplinary cooperation. Such production creates a new set of knowledge, single system blocks, which serve to constantly maintain a holistic worldview of a person and accompany him throughout his life.¹

An integrative approach serves to form a holistic knowledge system by establishing connections between different subjects, topics, concepts and skills in the educational process. Such an approach ensures that future primary education teachers are prepared not only for knowledge, but also for practical work. With the help of an integrative approach, students:

- understand intersubject relationships;
- develop skills to effectively perform their professional duties;
- learn to use innovative pedagogical technologies.

Also, the effective organization of integrative lessons in the process of primary education is one of the necessary conditions for ensuring the intellectual and personal development of students. Compared with traditional lessons, lessons organized on the basis of an integrative approach have a number of advantages.

Firstly, such lessons increase students' motivation to study, form their interest in acquiring knowledge and learning new things. Through this, students have the opportunity to consider the surrounding events and phenomena not from one side, but from different aspects. This helps them to imagine a holistic scientific picture of the world, to form general concepts.

Secondly, integrative lessons develop students' speech, direct them to express their thoughts clearly and intelligibly, to develop important cognitive skills such as comparison, generalization, and drawing conclusions. At the same time, such lessons intensify the learning process, that is, they create an opportunity to impart knowledge without excessive stress and burden, while increasing efficiency.

¹ Imoilovna, T. M. Improving The Methodological Training Of Future Primary Education Teachers Based On An Integrative Approach In An E-Learning Environment. *American Journal of Advanced Scientific Research*, 1(8), 2024. 58-60.

Thirdly, lessons organized on the basis of integration help students develop a deep understanding, expand their thinking horizons, and contribute to their formation as multifaceted, harmoniously developed individuals with high intellectual potential.

Fourth, in the process of integration, students begin to see the connection between the different subjects they are studying, connecting the knowledge they have mastered in one subject with facts from other subjects, deepening or confirming them. This serves to form a solid and systematic knowledge in them.

Fifth, integrated lessons make it possible to systematize and organize knowledge, which develops the general scientific and rational skills of students.

And finally, such lessons are also useful for the teacher himself. Because teaching lessons based on an integrative approach requires the teacher to master high professional skills, a new approach, and active methodologies. As a result, the teacher improves his pedagogical skills, strives for innovation, and constantly works on himself.

In general, organizing integrative lessons in primary grades is one of the most effective areas of the modern educational process, which prepares students to think independently, solve problems, and apply knowledge to real life.

When implementing integration at any stage, including at the interdisciplinary level, the principles of systematicity, coherence, continuity and consistency serve as an important connecting factor - a "connecting link" in the educational process. Therefore, explaining the content of these principles and clarifying their place in the implementation of an integrative approach in the process of preparing future primary school teachers for creative and methodological activities is directly related to the goals of our research. As noted in the first chapter of the research work, the requirements for an integrative approach require that this process be built on such basic principles as consistency, logic, continuity and succession. From this point of view, by creating pedagogical conditions and directing them correctly, it will be possible to form a solid creative and methodological preparation of primary school teachers based on an integrative approach.

Also, the successful implementation of integration directly depends on the organization of consistent, systematic and logically structured activities at each stage of the educational process. This creates an opportunity not only for the teacher, but also for students to perceive knowledge holistically, see interdisciplinary connections and apply them in practice. Therefore, a deep understanding of these principles and their correct application in practice is the main pedagogical condition for the effective implementation of an integrative approach.

For primary education teachers, the electronic learning environment plays an important role, especially in the development and evaluation of methodological materials, lesson plans, and interdisciplinary projects.

In the process of methodological training of future primary education teachers, it is necessary to pay attention to the following:

- formation of skills in using electronic resources and platforms;
- creation of lesson plans based on interdisciplinary connections;
- effective use of interactive methods and didactic games;
- development of teachers' reflection skills (analysis of their own activities).

In addition, the professional skills of a teacher depend on the level of coverage of various areas of his pedagogical activity and the way in which he implements them. Therefore, the psychological basis for the development of the methodological and mathematical training of a future teacher is an activity approach based on the sharing of the activities of the teacher and the student.

The work plan includes the following elements:

- learning objectives (reflected in the actions of students),

- learning content, which involves the implementation of educational and methodological tasks to form the necessary skills,
- the learning process, the main component of which is the solution of educational tasks.
- The level of development of a teacher is determined by the increase in his knowledge.²

A differentiated approach to teaching students is based on the level of mastery of each unit of knowledge:

- Level 1 (understanding, memorizing, repeating) - the minimum level,
- Level 2 (application in standard situations) - the mandatory level,
- Level 3 (application in non-standard situations) - the level of possibilities,
- Level 4 (solving a non-standard problem) - the level of creative approach.

Thus, we believe that in order to effectively prepare future primary school teachers for creative and methodological activities based on an integrative approach, a number of important pedagogical conditions must be met. They can be explained as follows:

- Clearly defining the object and level of integration - as an aspect that forms the main basis of the integrative approach, it is necessary to determine in advance which component of pedagogical activity and what its characteristics should be developed. This serves to clearly formulate the goal in the educational process.
- Taking into account the integrative nature of creative and methodological activity - creative and methodological activity itself is essentially an integrated activity that combines different disciplines and concepts. Therefore, it is necessary to clearly formulate the main tasks that reveal the creative and methodological aspects of each discipline, section, topic or concept.
- Identification and elimination of negative influencing factors - the main factors that hinder the process of developing the creative and methodological potential of future primary school teachers should be identified, as well as methodological measures aimed at eliminating them should be developed and implemented.
- Mechanisms for assessing the effectiveness of the introduction of technologies - it is necessary to constantly monitor the effectiveness of the technologies being implemented to prepare future teachers for creative and methodological activities, evaluate the results and keep mechanisms for developing new approaches based on them in an active state.³

Conclusion, Methodological training of future primary school teachers based on an integrative approach in the e-learning environment serves to increase their professional competence and effective pedagogical activity. In addition, it is an indisputable fact that the main task in organizing the educational process is the effective use of pedagogical technology. However, to date, most of the pedagogical technology is devoted to theoretical problems, and its impact on practice is less noticeable. This requires the development of methods for the rapid introduction of modern technologies into practice. If the age and individual psychological characteristics of students are taken into account in the process of an integrative approach, a holistic pedagogical

² Тошпулатова, М. И. Бўлажак бошланғич синф ўқитувчиларини тайёрлашда интеграция энг муҳим дидактик тамойили сифатида. *Scholar*, 2(3), 2024. 157-164.

³ Qurbonova, D.D. Raqamli ta'lim muhiti va boshlang'ich sinf o'qituvchisini tayyorlash. – Ilmiy maqola, TDPU, 2023. 58–63.

system of an integrative approach to primary education is developed, and scientific and methodological recommendations on the pedagogical psychological approach to the integration of primary education lessons are developed, efficiency in the educational process can be achieved. In this regard, the combination of modern technologies, interactive methods and innovative approaches is of great importance.

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