

**METHODOLOGICAL PREPARATION OF FUTURE PRIMARY TEACHERS FOR  
SPIRITUAL ACTIVITY USING THE EXAMPLE OF MATERIALS IN THE SUBJECT  
“THEORY AND METHODOLOGY OF NATURAL SCIENCES”**

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**Abstract:** This article is about methods and techniques that improve the methodological preparation of future primary school teachers for the spiritual education of primary school students based on classroom, independent learning, and extracurricular activities in the subject “Theory and methodology of natural sciences”.

**Keywords:** future primary school teacher, primary school students, “Theory and methodology of natural sciences”, education, upbringing, spiritual activity, methodology, method, method.

**МЕТОДИЧЕСКАЯ ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ  
КЛАССОВ К ДУХОВНО-ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ НА ПРИМЕРЕ  
МАТЕРИАЛОВ ПО ПРЕДМЕТУ**

**Аннотация:** В статье рассматриваются методы и приемы, совершенствующие методическую подготовку будущих учителей начальных классов к духовному воспитанию учащихся младших классов на основе урочной, самостоятельной и внеурочной деятельности по предмету “Теория и методика естествознания”.

**Ключевые слова:** будущий учитель начальных классов, учащиеся начальных классов, “Теория и методика естествознания”, образование, воспитание, духовная деятельность, методика, метод, способ.

Chapter 1, Article 4 of the Law “On education” is called “Basic principles in the field of education”, and it includes the principle of “Inculcating national and universal human values in education and training” [1]. In order to satisfy this article to a certain extent, we have incorporated the content of national spiritual education into the content of our research work. The essence of this principle is to isolate the most important concepts from the perspective of national spiritual education from among the concepts used to illuminate a particular topic from the perspective of spiritual education, give them an educational tone, and explain them. Methodological preparation of future primary school teachers for spiritual activity based on the requirements of the “Concept of continuous spiritual education” [2] requires the incorporation into the content of continuous education types, subject programs and textbooks of the scientific heritage and unparalleled discoveries of our great ancestors, the fact that a bridge was built from the science of the ancient world to the science of the renaissance in Europe, that in the 9th-12th centuries, exact, natural knowledge was formed and developed as a science precisely in Transoxiana, and that Khorezm, Beruni, Ibn Sina, Ferghani, Ulugbek, etc advanced to a level that cannot be compared with scientists from other continents and countries [3].

Therefore, it was necessary to actively assist the professors and teachers of the department in nationalizing the content of education and harmonizing the tasks of spiritual education on this



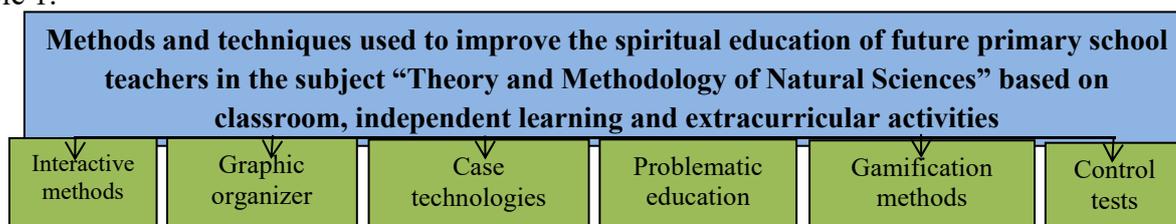
basis. In order to meet this need to a certain extent, the principle of substantiating and recording the content of national and spiritual education in the content of education was established.

In particular, the analyses conducted as part of our research indicate that introducing future primary school teachers to the principles, forms, methods, and tools of teaching provided for in the “Theory and methodology of natural sciences” subject program has a wide potential for methodologically preparing them for spiritual activities. That is, by incorporating the rich scientific heritage of our great ancestors in terms of teaching methods, forms of education, and educational tools into the content of lectures and practical exercises under this curriculum, implementing education based on the principle of professional and pedagogical orientation will enable future primary school teachers to cultivate qualities such as love for our great ancestors, loyalty, enthusiasm for learning, and love for the Motherland in younger school-age students.

Methodological preparation of students for the spiritual education of younger students is an integral part of the educational process, and the knowledge and skills acquired in the classroom are deepened in extracurricular activities such as independent learning and science clubs, excursions, and theme nights.

Our analysis of the content of the current curriculum [4] for the subject “Theory and methodology of natural sciences” from the point of view of the extent to which it reflects issues related to the spiritual education of students shows that the task of preparing students - future primary school teachers - to provide spiritual education to students of primary school age is not directly set. In order to fulfill this task, the form, methods and techniques that facilitate the disclosure of the content and essence of our scientific research were effectively used. The use of innovative educational technologies is instrumental in demonstrating the potential of the subject “Theory and methodology of natural sciences” for the spiritual education of primary school students (Table 1). Because this establishes strong ties between students and the teacher and their mutual relations. It creates an opportunity to strengthen individual and, at the same time, collective status in the educational process.

Table 1.



By linking the practical training topics of the subject “Theory and methodology of natural sciences” with the topics of the 1st-2nd-3rd-4th grades of “Natural sciences” included in the general secondary education curriculum, future primary school teachers are equipped with methods for spiritual activity, such as “Cosmic speed”, “Say your name”, “Quick answer”, “Who is happy?”, “Spiritually enlightened riddles”, “Ingenuity exercises for developing thinking on nature protection”, “Continue”, “Merry train”, “Chain method”, “Sinkwein”, “Black box”, “Mysterious map”, “Magic keywords”, etc., which increase the effectiveness of education.

In the study of the topics of the discipline “Theory and methodology of natural sciences” in the clusters “Educational content”, “Principles of education”, “Educational methods”, “Forms of organization of education”, “Educational tools” and the topics “Principles of teaching natural sciences”, it is appropriate to cover the concepts of “Regularity and consistency in teaching”, “Principle of scientific and comprehensible educational material”, “Linking theory with practice”,



“Awareness and creative activity of students in teaching”, “Principle of memorization of teaching”, “Thorough mastery of knowledge”, “Principle of Individualization of Teaching”, “Principle of local history of teaching” based on the “Cluster” method.

The quality of education will further increase if the rich spiritual heritage left by our great ancestors in terms of didactic concepts (educational content, principles, methods, forms, means) for methodological preparation of future primary school teachers for spiritual activities and the topic “Contributions of central asian scientists to the formation and development of natural sciences” of the science program “Theory and methodology of natural sciences” are incorporated into the content of lectures and practical classes using the “Cluster” method.

It is recommended to select topics with spiritual content from the practical training topics and use graphic organizer methods such as “Cluster”, “Insert”, “BBB”, “Fish skeleton”, “How to diagram”, and “Two-part diary”.

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