

## STAGES OF PLANNING THE PROFESSIONAL ACTIVITIES OF FUTURE PRIMARY SCHOOL TEACHERS

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**Annotatoin:** *This article examines the stages of planning the professional activities of future primary school teachers. The study identifies the key stages used in organizing and planning teachers' professional activities. The results indicate that systematic planning contributes to the effective organization of pedagogical activities and enhances the professional competence of future teachers.*

**Keywords:** *future teacher, primary education, pedagogical activity, activity planning, professional competence, planning stages, pedagogical plan, innovative approach, organization of the learning process.*

**Аннотация:** *В данной статье рассматриваются этапы проектирования профессиональной деятельности будущих учителей начальных классов. В ходе исследования определены ключевые этапы, применяемые при организации и планировании профессиональной деятельности преподавателя. Результаты показывают, что системное планирование способствует эффективной организации педагогической деятельности и повышению профессиональной компетентности будущих учителей.*

**Ключевые слова:** *будущий учитель, начальное образование, педагогическая деятельность, проектирование деятельности, профессиональная компетентность, этапы планирования, педагогический план, инновационный подход, организация учебного процесса.*

**Annotatsiya:** *Ushbu maqolada bo'lajak boshlang'ich sinf o'qituvchilari faoliyatini loyihalash bosqichlari yoritilgan. Tadqiqot jarayonida o'qituvchining kasbiy faoliyatini rejalashtirish va tashkil etishda qo'llaniladigan asosiy bosqichlar aniqlangan.*

**Kalit so'zlar:** *bo'lajak o'qituvchi, boshlang'ich ta'lim, pedagogik faoliyat, faoliyatni loyihalash, kasbiy kompetensiya, rejalashtirish bosqichlari, pedagogik reja, innovatsion yondashuv, o'quv jarayonini tashkil etish.*



The main purpose of applying project-based learning (the project method) in teaching students is to provide opportunities for independent acquisition of knowledge during the process of developing a project (authentic learning) [20].

A **learning project** is a form of educational organization aimed at studying a topic or unit in greater depth, allowing for an experiential, activity-based approach, and requiring the use of research and inquiry methods [123, p. 194]. Project-based learning involves organizing students' independent research activities that result in the creation of a product, usually intellectual in nature.

The concept of a “learning project” is broad and includes the following: organizing students' independent learning activities aimed at addressing a problem for a specific audience, conducting research, and presenting results as a unique product (material or intellectual); educational tools and resources focused on solving practical tasks through theoretical knowledge; and didactic tools aimed at developing, educating, and enhancing knowledge, deepening understanding, and forming skills [129, p. 62].

For future primary school teachers, project activities include mini-projects, short-term, medium-term, and long-term projects, as well as research and creative projects with students (e.g., essays, films, newspapers, albums, etc.), game- and role-based projects, informational projects (collecting information about a problem, event, or object; analyzing facts; summarizing; performing analytical work with data; presenting information to an audience), and practical projects oriented toward real-world applications.

The project method consists of several stages. In our study, this method includes the following stages: selecting sources, studying materials, execution, presentation, and reflection.

Based on these stages, within the framework of the study, learning projects were developed under the “Pedagogical Mastery” module. Students were offered a selection of project topics to choose from (see Appendix 2).

When organizing project-based activities, the following factors were taken into account:

- a) the student team carrying out the project should not exceed ten members;
- b) maintaining the team's interest in the results of the project activities;
- c) collaborative activity of the team until the completion of the project;
- d) adherence to organizational culture standards during project activities;
- e) selecting a project leader and ensuring all team members follow their guidance;
- f) providing team members with opportunities to discuss interim results of the project activities.



For the defense of the project, students prepared mini-guides based on the researched sources, slide presentations, video clips, scientific articles, and reports reflecting the final outcomes of their projects.

The evaluation of the project defense was based on the following criteria and scores:

1. Presence of a project outcome (intellectual or material) and its compliance with established requirements – 3 points;
2. Complete coverage of the project topic – 2 points;
3. Answering additional questions – 1 point.

From the above, it can be concluded that the process of developing reflexive competence in future primary school teachers has the characteristics of a pedagogical system. Therefore, developmental lessons require a specially organized environment—pedagogical conditions. Based on the nature of our study, it is important to organize both theoretical and practical pedagogical conditions.

Within the framework of theoretically described pedagogical conditions, fostering reflexive culture among future primary school teachers and activating interactions among participants of reflexive activities produced effective results. Within practical conditions, involving students in project-based activities served to consolidate the achieved outcomes.

1. Interdisciplinary integration covers specific academic subjects and involves the use of their content (topics, key concepts, principles, functions, laws) to solve problems, expanding the specific capabilities of these subjects. Considering only one group of subjects as the basis for developing reflexive competence in future primary school teachers is a one-sided and incorrect approach. In practice, it is appropriate to use pedagogical-psychological, professional, and elective subjects on an integrative basis in teacher preparation programs.

2. This direction of education is represented by “General Psychology”, “General pedagogy”, “innovation and integration in primary education”, “pedagogy of primary education”, “methodology of educational work”, “pedagogical skills”, “Psychodiagnostics “in the block” competitive Sciences”, “introduction to the pedagogical profession”, “development of speech competence of students”, “Ensuring the mutual integration of the modules of” pedagogical acmeology ” can positively affect the process of developing reflexive competence in future primary school teachers.



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