

INTEGRATIVE AND INNOVATIVE APPROACHES IN PRIMARY EDUCATION

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Annotation: This article describes the creativity of modern primary school teachers, the integrative nature of primary education, the need to integrate professional activities, and the issues of increasing the effectiveness of professional competence formation.

Keywords: primary class, creativity, integrative character, professional activity, competence, education.

INTRODUCTION

If the head of our state attracts pedagogues who know their work thoroughly, are qualified and can approach each child individually, and if we do not form their thoughts and thinking correctly from babies, in the future we will not be able to raise a well-rounded generation with a high level, knowledge and spirituality, and educate the young generation. who emphasized that special attention should be paid to the development of the primary education system, which is the main link. In order to solve these tasks, modern primary school teachers need to be able to clearly feel the integrative nature of primary education and the integrative direction of their future professional activities, both organizationally and substantively. The need for integration in the professional training of future primary school teachers is one of the main conditions determining the effectiveness of professional competence formation. In other words, methodical training of future elementary school teachers will be effective only if it is considered from the point of view of an integrative approach. The problems of implementing modern requirements for the formation of a person's spiritual and moral culture have a dynamic nature and are related to the development of the social system. This problem is studied by philosophy, ethnography, ethics, aesthetics. Being a cultural word, it is a set of achievements of the society in production, social and spiritual life. So, culture is created as a result of human activities, in the process of material and spiritual activities of people. Culture is a system that characterizes the level of development of society, is embodied in the process of socio-historical practice, and constitutes the social, spiritual and moral content of an individual. From this, culture is the laws of interaction between a person and his activity, including the emergence and development of the spiritual relationship of a person and society to existence, the organization of his cultural activity in accordance with the demand and interest of the person. it is concluded that it consists of ways, a

system of specific characteristics of spiritual culture, spiritual and moral development of a person and a set of laws of formation of spiritual culture. Culture has a material (technique, production experience, material wealth) and spiritual (science, literature, art, education, religion, universal and national moral and spiritual values) influence on personal development. Material and spiritual culture cannot be created without the influence of its spiritual culture, apart from human consciousness and activity. As a result of the interaction and interaction of material and spiritual culture, a mentally mature, morally integrated person is formed.



In elementary school, the foundation of students' technological readiness is created, and then they are improved in elementary and middle school. It is necessary to start forming creative thinking, active and easily adaptable personality qualities in students from the first grade. It is known that creative thinking in a child is developed in three stages: Stage I corresponds to the age of 5-7 and is related to the development of visual-motor thinking, Stage II corresponds to the age of 8-11 and focuses on the development of logical thinking, Stage III corresponds to the age of 11-14 and is heuristic aimed at developing thinking. The first two stages should usually correspond to pre-school and the beginning of schooling. Otherwise, in the middle stage of the school, it is correct to start with the development of visual-behavioral thinking, because B. Vygotsky already in his time in his studies showed that the consistency of the development of thinking should pass from the development of visual-behavioral thinking to the visual-image and then to the verbal-logical form of thinking. proved that it is impossible to pass. Taking into account the existence of its own sensitive period for the development of each type of thinking, it can be concluded that the work on the formation of creative thinking started in the middle school will be less effective and more complicated than in the primary school. Not only creativity, but also activity and adaptability of a person are taught in childhood. If a child gets used to being sheltered from childhood, not to express his opinion unnecessarily, he will remain so later.

CONCLUSION

In conclusion, it should be noted that a lot depends on the teacher's organization of the learning process, the level of the student's involvement in active intellectual and practical activities. It only took two lessons for the first graders to change their attitudes and understand the purpose of completing work assignments. It will be more difficult to correct the situation in the third grade, where doing the work in a sequence of actions has become the norm. Objects of work are more complex than those of the first grade, and without independent work skills, even with the help of the teacher's questions, third-grade students have difficulty analyzing a sample of an object, making their own work plans. The main reason for this is the inertia of thinking, unwillingness to think, not knowing how to observe and compare, because children are used to the teacher thinking for them, they only perform the operation (action) of their work that the teacher tells them. In elementary school, students get acquainted with various materials, their properties and methods of processing

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