

ISSUES OF PREPARING PRIMARY SCHOOL TEACHERS FOR POLYLINGUAL EDUCATION

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Annotaciya: Bilimlendiriw sistemasın kóp basqışlı sistema tiykarında birlestiriw tekğana belgili bir tálım bağdarı ushın emes, al arnawlı bir oqıw orınları ushın da optimal forma hám mazmundı anıqlastırıw imkaniyatın beredi. Maqalada áyne sol qarastan baslawısh klass oqıtıwshıların tayarlawdıń mazmunın da zaman talaplarına say túrde, búgingi tálimniń informaciyalanıwı hám globallasıwı sharayatında jáne de bayıtıp barıwdı, onıń mazmunın qayta kórip shıǵıwdı talap etetuǵın áhmiyetli tema ekenligine sholıw jasaladı.

Gilt sózler: Polilingval, model, motivler strukturası, migrant balalar

Abstract .The multi-level systems of education provide the opportunity to determine not only an optimal form and content for a specific educational institution but also for a particular area of study. The article discusses important topics related to the preparation of content for teachers in primary education that aligns with the demands of modern times, ensuring the informatization and enrichment of education in the context of globalization, and the necessity to review its content.

Key words: Polingval, model, motivational structures, migrant children

Today, language learning is one of the problems at the level of state policy, therefore, education in general education schools is not limited to teaching one's native language, but requires using the possibilities of several languages. This, along with the introduction of bilingual and multilingual education into the educational process, creates a need to train pedagogical personnel capable of working in this direction and carrying out pedagogical activities. Many countries have begun scientific and practical work in this direction. For example, F.Kh. Kirgueva conducted her research on the training of future primary school teachers directly on the basis of polylingual education. He specifically touched upon multi-level education, including the issue of training personnel with the competence to organize primary education in a polylingual form. Multilevel education refers to a complex of special training and targeted educational and professional programs. Multilevel education includes the levels of pre-school education, general (school) education, secondary (professional), higher education and additional education, each of which can have internal levels. For example, when we say that a multi-level system in the higher education system, for example, it means that education is provided in separate programs for bachelor's degree and in separate programs for master's degree. Today, the formation of a multi-level education system is determined by the processes of globalization in the world. This creates a unified educational environment with the main goal, content and results of education.

The integration of the education system into a multi-level system allows for the determination of the optimal form and content not only for a specific educational direction, but

also for a specific educational institution. From this perspective, the content of primary school teacher training should be enriched in accordance with the demands of the time, in the context of the informatization and globalization of modern education, and its content should be revised.

That is, today it is necessary to train competent personnel who can teach students in various models of education, including in the conditions of multilingual education. The competency-based education system requires the creation of a new generation of state educational standards in the training of bachelors. In the bachelor's degree program "Primary Education," special attention should be paid to the following factors:

- to include, along with the mandatory curriculum block, psychological, pedagogical and methodological disciplines, modules and sub-modules in the content of elective disciplines,
- to develop knowledge, skills and abilities in conducting pedagogical activities, applying teaching and upbringing methods in accordance with polylingual education;
- the purposeful use of information and communication technologies in pedagogical processes, etc.
- it is necessary to strengthen the content of technologies for working with different types of people. Families and migrant children corresponding to the established multicultural, multiethnic and linguistic model of the southern region.

In the context of multilingual education in the training of specialists, the development of competencies of future elementary school teachers with school teachers is becoming one of the current global trends. The modernization of teacher education in developed countries reflects the main directions in the teacher training system. These are:

- improving the quality of training personnel capable of functioning in a multilingual educational environment in the context of flexible training programs;
- the qualification of teachers in accordance with the scientific and theoretical foundations of multilingual education, including enriching the content of primary education and ensuring consistency between primary classes;
- updating the content of teacher training at all stages of pedagogical education,
- development of theoretical, scientific and practical foundations for training personnel capable of integrating into international trends through modern information and communication technologies and language tools, etc.

Because today a number of problems in the primary education system, in the training of primary school teachers are waiting for their solution. The following can be cited as the main causes of such problems:

- failure to take into account the specifics of bilingual and multilingual education in the preparation of bachelors in the specialty of primary education;
- professional competence of a modern elementary school teacher related to the ability to work in a multilingual educational environment;
- primary education does not fully meet the requirements of today's modernization;
- profound knowledge of several languages, which makes it difficult for teachers to transition to regulatory and legal knowledge, pedagogical design, innovation and research activities;
- encountering difficulties in the design, organizational, communicative, educational and upbringing activities of theoretical knowledge;
- increasing the scope of the teacher's functional responsibilities (including traditional-stylistic, educational, developmental, educational and diagnostic, social-educational, corrective-developmental, communicative and others) reduces their quality.

It is advisable to pay special attention to the issues of training primary school teachers in multi-level education. School teachers pay attention to the problem of reforming higher education, changing educational paradigms, developing a regional educational policy, creating a unified educational space, restoring and raising cultural values, preserving historical and cultural traditions, and training primary personnel in multi-level education. Traditional education, which ensures the training of primary school teachers with a certain system of knowledge, scientific experience and scientific experience, does not fully meet the requirements of society at the present stage of its development. The modernization of Russian education, linked to the transition to multi-level training of bachelors and masters, is aimed at creating a unified educational space and establishing common values in teacher training. In the general context of reforms, teacher education is the best tradition of Russian education, and it is based on the works of the most famous Russian thinkers - V.G. Belinsky, S.I. Gessen, A.I. Gertsen, N.A. Dobrolyubova, K.D. Ushinsky, S. Shasky, and others. Despite the fact that the training of teaching staff in traditional education contradicts the individual and creative nature of professional pedagogical activity, at the same time, the tasks set before the teacher in all cultural and historical periods of societal development have found their expression. This allows us to speak about the need to understand the teacher's new mission in a multilingual educational environment.

It should be noted that at the end of the 20th century, scientists came to the conclusion that traditional Russian education does not allow for the cultivation of a creative personality, social creativity, creativity, an active personality capable of cultural regulation of one's own life, preservation of one's own life, and the development of one's own culture was studied in the scientific works of V.V. Serchisov, V.N. Serchisov, N.N. Shchikov, N.N. Amonishvili, A.I. Arnoldov, In establishing polylingual education, along with teachers' knowledge of the practical application of this education, their positive motivation to use such education is of particular importance. As a result of research conducted by O.I. Shilova, using the example of school teachers, it was revealed that the main indicators of a teacher's positive professional motivation include the following. These are:

- to have an internal motive in the structure of motives of pedagogical activity;
- motivation to achieve results, teacher's focus on self-development

The scientist also scientifically proved that pedagogical activity has its own characteristics in the structure of motives. That is, it has been proven that the professional motivation of teachers who organize their pedagogical activities using personality-oriented didactic systems is high, and conversely, the professional motivation of teachers who organize their pedagogical activities based on traditional didactic systems is low. Such indicators are characteristic not only of school teachers, but also of pedagogical personnel of higher educational institutions.

It should be noted that in the paradigm of traditional education, the issues of training an elementary school teacher for a national school in a multilingual educational environment and their cultural identification were outside the attention of researchers. Teachers created a unified learning environment and limited the choice of individual learning trajectories. Today, in the context of multi-level education, the problem of supporting a student's individual educational orientation is particularly relevant and requires its solution. I.A. Kolesnikova confirms the position that the transition to the third civilization - creative-pedagogical paradigm - requires a review of the content of education and the content of education, a review of all existing education systems in accordance with the criterion of "humanity." Our research attempts to unify

international, Russian, and regional requirements for designing the content of training for elementary school teachers in the bachelor's degree program "Elementary Education."

The study of issues related to the training of primary school teachers was carried out within the framework of the paradigm developed in Russia. A number of works have developed the following defining concepts of teacher learning processes (V.A. Bolotov, E.V. Bondarevskaya, O.V. Gukalenko, E.D. Dneprov, V.V. Serikov, E.V. Tkachenko, and others):

- an activity-based approach to training pedagogical personnel, paying special attention to the formation of tools for self-determination. At the same time, education was considered first as a service structure for the state, then as a production structure, and then as an organization for the individual.

- a person-centered educational paradigm that transforms the attitude towards the education system and prioritizes the interests of the individual and the orientation of the school towards meeting the educational needs of the child, society, regions, and only then the state;

- the humanization and humanization of education, related to the content of education and the personalization of teaching, development and upbringing technologies, etc.

In general education schools, teachers are limited to teaching in their native language. This, in turn, is a process that requires not the introduction of multilingual education into a spontaneous, disorderly, spontaneous education system, but rather an evolutionary path, that is, a gradual, step-by-step implementation. This should begin with the use of terms in the subject of native language and literacy in primary grades in several languages. That is, in the process of teaching multilingual education in our country, it is necessary to use elements of other languages. It is possible to use elements not only of a foreign language, but also of other Turkic languages. The most important thing in a multilingual approach to education is, firstly, to study world experience, secondly, to take their positive aspects, and thirdly, to prepare future teachers for these processes.

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