

**FORMS OF ORGANIZING INDEPENDENT CREATIVE ACTIVITIES OF FUTURE  
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**Resume:** This article aims to highlight the problems and solutions of organizing independent creative activities of future primary school teachers. It reveals the specific features of performing creative work in the training of future teachers, as well as effective forms of improving students' creative work skills and qualifications.

**Keywords:** activity, systematic, independent, creative work.

It is the main and important stage in the formation and development of the professional skills, morals, manners and necessary character and qualities of primary school teachers in higher education. 35-45 percent of the time reserve for the independent creative work of the students, which is necessary for the professional training of primary school teachers in higher educational institutions, is allocated based on the study of each subject. As theoretical, practical and independent education, students' independent creative activities are organized in the training sessions indicated by the direct teaching loads, assimilation of the educational content of the curriculum and program. New pedagogic and information technologies, interactive non-traditional methods are widely used in the theoretical part of training sessions. Practical training is organized in the form of a seminar, laboratory debate, conversation, and is aimed at creating problem situations and finding their solutions. In independent education, it is intended for students to study the relatively important and complex topics that directly ensure the integrity of the curriculum and programs.

At the present time, the main forms and forms of independent creative work performed by students in higher educational institutions are as follows:

1. Preparing an abstract on the topic.
2. Completing course work and projects.
3. Participation in the development and implementation of diploma (graduate qualification) works and projects. For example, ensuring the continuity of written independent work performed by learners at different stages of the educational system is carried out as follows. In general secondary schools, especially in primary grades, students write short essays, statements, dictation, and in middle and high grades, they write various abstracts and make reports. In the system of secondary special, professional and higher education, they independently perform course work, graduation qualification (diploma) work. Master's and doctoral scientific research works are the direct continuation and main goal of these works.

3. Completing various problem tasks in the areas of academic subjects, for example, creating a report, control questions for test lessons, etc. Pupils-young people can perform various problem tasks independently in the fields of science at several stages of the educational system.

For example, in the DTS of general secondary education (Appendix 1 to Resolution No. 187 of April 6, 2017), time reserves are allocated for practical work training as follows: in grades 5-6 12 days (48 hours) per year, in grades 7 10 day (40 hours), 16 days (64 hours) in the 8th grade, totaling 152 hours. When students participate in these practical trainings, they develop the initial skills to participate in production independently. At the next stages of education, for example, in vocational colleges, they have various internships, independently perform various problematic tasks, prepare reports, and write abstracts.

In higher educational institutions, students will have production, pre-diploma and pedagogical internships. Pedagogical internships are organized for 14 weeks for students of the last stage in the fields of elementary education, music, visual and applied arts, labor education and psychological education, whose field of knowledge is humanitarian. During the internship, students organize and observe various classes and extracurricular spiritual and educational activities, analyze and write conclusions. During the practical period, they prepare for lessons independently, initially under the teacher's supervision, and in the main period, independently, they develop lesson and extracurricular activities and implement them in the educational process. At the end of the practice, they prepare reports and make a presentation. When faced with problematic situations, they are constantly looking for solutions to overcome them independently. And they give their suggestions and recommendations about it. Below are the names of independent creative works that can be effectively used in the process of training primary school teachers in higher educational institutions. They can be successfully implemented taking into account various territorial, regional and local characteristics.

1. Making various shapes, toys and things from paper, cardboard, wires and gauze, as well as various natural and artificial materials, based on the science of labor education methodology.
2. Drawing and describing the views of various regional processes, landscapes, things and objects in fine and applied art classes.
3. Participation in the preparation of methodological developments in the educational system, the educational process and the organization of educational work (during internships). Preparation and implementation of electronic developments of training sessions.
4. Preparing articles, lectures, theses of scientific-practical, methodological, pedagogical and psychological content in magazines, newspapers, collections, thematic conferences, and conferences.
5. Participation in the preparation of scientific reports (on the performance of research works based on contracts in economic accounting).
6. Participation in the preparation of methodological recommendations and developments for the improvement of individual parts and sections of the curriculum and program of the educational institution (preschool, general secondary, secondary special educational institutions).
7. Designing, creating and constructing didactic tools of education. Preparation of technological and performance maps, creation of slides.
8. Developing and implementing methodological recommendations for improving the organization of various student activities (play, play-study, work, sports-health, creativity, production, public, etc.) participate in
9. Participation in various pedagogical, psychological, didactic, methodical scientific research and observations, experimental tests, tests, test-questionnaires, interview questionnaires, drawing up observation cards, conducting interviews, participating in their discussion and editing.

10. Participation in Science Olympiads, competitions, various competitions, scientific-methodical conferences and seminars.

11. Active participation in various cultural, spiritual and educational events, festivals, etc.

Most of these independent creative works of students in higher educational institutions are directly continued, and some of them, although their appearance and form change, are indirectly, i.e. , will be continued while preserving its content, goals and tasks. For example, although graduation qualification and course work and projects are not continued directly after the higher educational institutions, after the topic of the research work is determined, its direction is determined, expanded and deepened, and the true nature of the future specialist's scientific-pedagogical activity is revealed. can also specify the name.

To organize the independent creative work of primary education teachers in the above-mentioned directions in each region, territory of our country, in each higher education institution, to select various effective forms, place it will be possible to adapt and implement it. Of course, although the main theoretical guidelines and knowledge in the organization of independent forms of education in each academic discipline are given in classroom training, practical skills and competencies are is formed in the series of seminars, trainings, and laboratory sessions.

In the independent creative activities of students, the first aspects of the professional skills of elementary school teachers are formed and improved. For example, when performing the first 1 and 2 parts of the directions listed above, they perform independent creative work based on the established requirements. This situation serves as a foundation for them to perform various tasks in this direction in independent pedagogical activity.

The skills and competences of primary school teachers in making shapes of objects and objects from various materials (colored and colorless paper, cardboard, plasticine, plastics, wires, gauze, natural and artificial, synthetic materials, etc.) It is important to actively participate in the formation and development of the 4-5 parts of the above directions. Because the preparation of things, objects, and the description of processes require a lot of time and equipment. Therefore, it is appropriate to pay serious attention to practical independent creative activities in this direction in the training of future primary school teachers.

In general, the following suggestions and recommendations can be made in order to successfully organize the independent creative work of elementary school teachers at the level of modern requirements:

1. The variety of independent creative work plays an important role in the preparation of primary education teachers for their professional pedagogical activity, because the more students perform various creative tasks during their studies, the more diverse aspects of independent pedagogical activity become clearer. .

2. It is necessary to pay special attention to the continuity, continuity and continuity of students' independent creative activities, because in such cases it is appropriate to follow the principles of "from simple to complex" and "from easy to difficult".

3. Students are recommended to keep copies of samples of their independent creative works performed in non-academic and classroom activities, spiritual-educational activities and internships, as they can be used directly as samples and templates in independent pedagogical activities.

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