

## Formation of Professional Mobility of Future Primary School Teachers on the Basis of Interactive Methods

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### Abstract:

This article considers that the application of interactive methods in the formation of professional mobility of teachers of the future primary class is an effective tool and promotes the regular development of professional mobility, knowledge and professional competencies of future teachers, modeling non-standard situations related to future professional activities, perception of oneself as an active subject of the pedagogical process, feeling

**Keywords:** interactive, interactive education, method, technology, feedback, mechanism, experience, training, model, project, reflection, collage.

## INTERFAOL METODLAR ASOSIDA BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARINING KASBIY MOBILIGINI SHAKLLANTIRISH

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### Annotatsiya:

Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining kasbiy mobilligini shakllantirishda interfaol metodlarni qo‘llash samarali vosita ekanligi hamda bo‘lajak o‘qituvchilarning kasbiy mobilligi, bilimlari va kasbiy kompetensiyalarini muntazam rivojlantirishga, bo‘lajak kasbiy faoliyatga oid nostandart vaziyatlarni modellashtirishga, o‘zini pedagogik jarayonning faol subyekt sifatida idrok etishiga, har bir harakati va qarori uchun mas‘uliyatni his etish va muvaffaqiyatga erishishda ko‘maklashishi haqida fikr yuritilgan.

**Kalit so‘zlar:** interfaol, interfaol ta‘lim, metod, texnologiya, teskari aloqa, mexanizm, tajriba, trening, model, loyiha, refleksiya, kollaj.



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**ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ МОБИЛЬНОСТИ  
БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ НА ОСНОВЕ  
ИНТЕРАКТИВНЫХ МЕТОДОВ**

**Аннотация:**

В данной статье показано, что использование интерактивных методов является эффективным инструментом формирования профессиональной мобильности будущих учителей начальных классов, а также нестандартных ситуаций, связанных с систематическим развитием профессиональной мобильности, знаний и профессиональных компетенций будущих учителей. Учителя, моделирование будущей профессиональной деятельности, восприятие себя как активного субъекта педагогического процесса, чувство ответственности за каждое действие и решение и помощь в достижении успеха.

**Ключевые слова:** интерактив, интерактивное образование, метод, технология, обратная связь, механизм, опыт, обучение, модель, проект, рефлексия, коллаж.

**Introduction**

Currently, there are also imbalances among the professional-creative description of the activities of the future teacher with the existing system of training teachers of the future primary class. In contrast, teachers became largely attached to curricula and textbooks, with insufficient attention given to the development of their professional mobility, competence, and creative activities. The system of training future teachers was a little removed from the needs of society and its acute problems. From this point of view, the formation of a free and person-oriented interactive educational environment is considered today as one of the priority areas of pedagogical research. Interactive education-is considered one of the most effective forms of professional knowledge, skills and skills development in future specialists, in which the independence of the individual is ensured and developed, which is an important factor in the development of creative abilities in students. Researchers Included T.S.Banina and L.N.Vavilova assess the effective aspects of interactive education. They are as follows:

- 1. Interactive education allows students to activate cognitive skills and learning processes, get mastered knowledge and skills to be applied in specific situations, realize their capabilities, creative search;
- 2. Interactive educational methods and technologies – develop motivation in educators, skills to be able to make the right decisions in non-standard situations, research activity, creative thinking skills;
- 3. An interactive educational environment creates favorable conditions for students to see problems, make an analysis, form an active life position, tolerance,



respect for the opinion of others, cooperation in the team, the development of their life values.

In addition, as components of the interactive (interactive) teaching process, the following can be indicated: the content of the educational science; the formation of educational influence; student educational activity; control of student educational activity; assessment of the results of student educational activity; feedback. The components of this system are considered closely related to each other. They cannot exist independently of each other. Therefore, it is necessary that all components of interactive teaching are analyzed in interrelationship. The formation of influence in relation to learners is carried out in accordance with theoretical materials within the framework of a particular educational discipline. Educational influence arises with the help of a statement of new educational material. Of great importance in this process are practical tasks, exercises, examples, methodological instructions, instructions, explanations, demonstration of information obtained from the materials under study. The educational activities of students are strengthened in the process of their perception of educational materials, memory, thinking, application of their knowledge in their practical activities. Also, a distinctive distinctive aspect of the interactive teaching process is the self-control of the educational activities of students in this system. Control results are taken into account when assessing the level of knowledge of students. On this basis, effective implementation of the next educational activities can be ensured through feedback. Another distinctive aspect of interactive teaching in this way is characterized by the presence of the possibility of making quick adjustments to student activities through feedback in the process of a particular educational activity. This is directly related to the level of knowledge of the student, the mistakes he made, his needs.

The application of interactive methods in the educational process was initially scientifically based in the XIV century, entered the teaching process from the 70s of the XX century and began to be used by teachers. Organization in the educational process on the basis of teaching in pairs or groups appeared in the XII century, and in the late 20th century laid the foundation for the formation of a model of knowledge-experience-learner on the basis of this idea. The educational paradigm that illuminates the essence of this model is named in the form of Group teaching, which includes self-awareness within the educational activities of students, achieving an effective passage of time, achieving the quality and quantity of feedback, improving the quality of didactic materials, expanding self-management, implementing a developing educational paradigm, designing the content of new courses, improving, they serve to use convenient tools in assessing their performance. The characteristic aspects of interactive teaching are seen by the fact that the joint activities of the student with the teacher, carried out in a regular way, occupy an important place. Because each student is considered to have their own capabilities and needs.



The interactive educational process embodies in itself any methods, paths, methods, mechanisms for organizing and improving the educational process. Because it is necessary that this process meets the following didactic requirements. These include:

1	taking into account the characteristics, requirements, needs, specifics of students when organizing the interactive educational process and checking and controlling its quality;
2	Organization of cooperation of students and teachers in the implementation of all stages of the interactive educational process;
3	ensuring the activity, initiative, creativity, creativity of students in the acquisition of professional competencies necessary for them;
4	bringing the interactive educational process as close as possible to the professional activities of future teachers;
5	development of prospective professional activities of students by practical implementation of the results of the interactive educational process;
6	to occupy competencies inherent in the field of professional and pedagogical activity of students and ensure their independent development.

The interactive educational process makes it possible to organize the activities of learners in different areas of Education. Basically they consist of: organizational orientation: interactive training, trainings, discussions, working Games, organization and holding of press conferences;

So, interactive teaching methods serve to ensure the following:

Generates a high level of professional skills;
Ensures the strength of the knowledge gained;
Forms creativity and cognitive ability in students;
Forms students ' accessibility to communication;
Promotes students to occupy an active life-professional position;
Creates a spirit of cooperation and community among students;
Sets the stage for students to appreciate their individuality;
Serves to make students manifest themselves in a free way;
Composes the skill of emphasizing their professional activities in students;
Decides the feeling of mutual respect in students;
Forms a Democratic relationship between students and teachers.

This, in turn, helps students to regularly develop professional mobility, knowledge and professional competencies, model non-standard situations related to future professional activities, perceive students as an active subject of the pedagogical process, feel responsibility for each act and decision and achieve success. Let us cite birnechta types of interactive methods:



**The” four (4) sides ” method.** The purpose of the method: to increase and improve knowledge of the problem by thinking 4 sides of the given problem. The tools you need to use this method are: white paper and marker with A4 or A3 formats. To use the method, the subject mentioned or any section in the subject mentioned is selected and 4 questions covering the same topic or section are drawn up by the teacher. (There can also be 3 questions and 1 practical assignment). White paper is made into the following shape. After that, a selected topic is written inside the oval shape in the center. The 4 cells around them are asked questions and assignments. For example, in the” subject “part we write” Uzbekistan”. 4 cells:

1. Capital.
2. Provinces.
3. Border states.
4. Draw one of its symbols.

## **Tree Method**

The purpose of this method is to increase students ' interest in the training. In this case, colored papers (stickers) in the form of large-sized tree paintings and fruits will be necessary. The tree method can be applied with different names according to the goals. For example: the” expectations ” tree method. Purpose of the method: reflection and analysis of the process. Necessary tools: a picture of a tree on white paper of large format, colored, sticking (stickers) papers in The Shape of an Apple. Stages of transfer:

1. The tree picture is glued to the board, and colored apple-shaped papers (stickers) are distributed to the audience.
2. Students are introduced to the planned process.
3. Students are given a task. Write down your expectations according to the process that is planned to be taken to these apple-shaped color stickers (1-2 minutes).
4. The teacher reads the written expectations sequentially and sticks them successively to the “Tree of expectations”.
5. The educational process planned by the teacher is carried out.
6. At the end of the training process, the expectations are read by the teacher once again, remaining in the “tree” if the expectations are “justified”, “falling to the ground” if “not justified”. At this point, it is worth mentioning that some methods can be used by the teacher, based on his experience and creativity, to develop new goals in the application of the method, stages of application, even a plan for using the method by partially renaming it.

**Step by Step method.** The teacher can use this method in situations where it is necessary to give any information sequentially, step by step. In this case, steps are drawn in the number of data in which it is permissible to give several (children's shoe shape) to colored papers, and the data is written into these steps one after the other. The data on the board one after the other is hung up in a harmonious way with the topic description during the lesson. When hanging, the footprints are glued in a



sequence. It helps to attract students, systematize information, keep information in mind through regular involvement, desire-desire interest, increased motivation, develop the skill of determining the sequence of each information.

The" collage " method. The task that must be completed when the collage method is applied is to be completed using various images, symbols, shapes, letters, numbers, etc. This method has its own universal property and can be used in training on different topics with learners of different ages. Below we give some examples.

Exercise "the school I dreamed of". This training is carried out in small groups. In order for them to start this process, each group is given one flipchart and a different color marker. Task: dream and draw an image of your dream school. It is given 15 minutes to do this. Once the work is completed, one participant from each group will make a presentation. Regulation for presentation 3-5 minutes. Starting from the process of teaching savod in elementary grades, together with the fact that it is advisable to organize, conduct the educational process using interactive methods and technologies, the teacher forms new concepts in the student's vocabulary and speech. In the methods and technologies used in the educational process, it is named according to the task performed by the students and the teacher.

Conclusions indicate that the organization of the educational process on the basis of interactive methods for future primary school teachers can be a solid and effective basis in the formation of professional mobility. It ensures that prospective teachers are trained with confidence in the requirements of their profession, with a desire for competent and continuing education. Such an approach contributes not only to individual teachers, but also to an increase in overall quality in primary education.

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