



Primary Education is the Basis of Continuous Education

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Abstract: In this article, it is considered that the systematic organization of the educational process in pedagogic higher education institutions plays an important role in improving the professional competence of future elementary school teachers, in preparing highly qualified personnel who are resistant to strong competition in the labor market.

Keywords: curriculum, program, continuous education, personnel training, literacy, knowledge, skills, skills.

On January 14, 2017, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his speech at the extended session of the Cabinet of Ministers entitled "Critical analysis, strict discipline and personal responsibility - should be the daily rule of every leader's activity" ". With the involvement of experienced pedagogues and specialists, it is necessary to fundamentally revise the curriculum and programs. Ahead of us is a difficult task of educating young people, training and retraining personnel in psychology and various other fields," he said. It is appropriate to start these urgent tasks with the improvement of primary school teachers, who are the first link of the continuous education system. Primary education is aimed at forming the foundations of literacy, knowledge, skills and abilities necessary for students to continue general secondary education. Children are admitted to the first grade of the school from the age of six to seven. In this case, comparative study and analysis of the educational and regulatory documents, study guides, methodological instructions and recommendations, as well as the components of the educational and methodological complexes that make up the existing educational and methodological support. , we believe that it is necessary to identify problems and evaluate them from today's point of view. Historical aspects related to teaching activities, primary schools and primary education have existed and developed since ancient times came. Age-appropriate features have been developed in elementary school. "In the school of the mother tongue, inner feelings, executive organs - hands and tongue, imagination and memory power are more able to read, write, draw, sing, count, measure, add, memorize various materials and etc.," wrote Comensky. The purpose of the school is to teach children things that will prolong their entire lives. The system of training primary school students includes:

reading ability;

writing ability;

computing ability;

ability to measure;

the ability to sing;

know the anthem;

knowledge of history;

knowledge of the political and economic situation;

to know the history of the creation, fall and redemption of the world;

know the basics of cosmography;

craft techniques;

Jan Amos Comenius, the form of classroom lessons for students of the same age and educational level, the main unit of education is a lesson dedicated to one topic, subject, according to a regular schedule, one year plan and theoretically based class work. Jan Amos Comenius accepted the school as "young people are educated in the virtues of kindness", and neglect of education and educational tasks was strictly punished. Jan Amos Comenius was studied separately for each class. He enriched it with methodological manuals for teachers, for example, he created the book "the world of sensory objects in pictures" which corresponds to the principle of visibility - the main principle of teaching in primary school. Jan Amos Comenius' demand to teach in his native language was also of primary importance for that period. In the current period, important changes have taken place in primary education. In the 17th century Europe, there were not enough educational institutions and the level of education was low. In 1642, the "Goth School Charter" was written, which was the basis for the programs of elementary schools in Germany. According to it, education in lower, middle and higher schools was planned. The first two were taught catechism (a short statement of the Christian faith in the form of questions and answers), the mother tongue, arithmetic and church singing, and in the senior class they added the study of customs, natural history and local geography. In the lower class, children were accepted from the age of 5, they studied until they passed the exams, but not over the age of 14, but the schools did not have enough professional teachers. Only at the end of the 17th century in France, the training of teachers was organized at the Saint Charles Seminary, which should not exceed 20-30 teachers every year. At the same time, there is a conflict between schools established by religious communities and ordinary schools. Concerned about maintaining its control over the population, the church tried to organize education in primary schools and actively include religious content in it. However, the number of secular primary schools was increasing and the number of literate population was increasing. At first, the content of education in such schools was sparse (ancient languages, literature), but gradually it began to be filled with subjects of the natural science cycle. Charity and Sunday schools for the poor began to be established in England during the Reformation period (XVII-XVIII centuries), and then famous grammar schools were established on the model of city schools and gymnasiums in Germany. At the end of the 20th century, more and more attention is paid to the education of gifted children and, conversely, children with mental and physical development difficulties. At the same time, a new trend of compensatory training appears, which allows those who fail to overcome difficulties. In this regard, early preparation of children for school begins not only in specially organized groups, but also with the help of mass media (TV programs for children), the number of children in classes decreases, proper support for students communication with parents will be organized, temporary adaptation classes will be created, and a system of psychological services will be developed in education. At the beginning of the century, alternative education appeared for those who did not intend to study according to traditional programs. In Appleton, for example, elementary education was divided into three-year and two-year periods, eliminating grades. A learner could advance or fall behind others in the educational process, the most important thing was to meet the deadline. In France there were wild schools, like in America, where children were taught by parents together with teachers, some of which were shortened by the states, and others extended the school year.

Vocational education in Russia was formed in the following periods:

The first period is the formation of vocational education from the beginning of the 18th century to the period of the socialist revolution in 1917. The general description of this period is the development of the vocational school in accordance with the needs of production;

The second period is the formation and implementation of the socialist concept of vocational and technical education (1917-1990). The general description of this period is the priority of ideological features in the development of the higher education system;

The third period was the development of education from 1990 to the present. The teaching process in higher education institutions should be considered as an environment that guarantees respect for the student's personality and ensures the satisfaction of his needs in the harmonious development of his abilities, which are considered the main ones in professional and personal self-determination;

Qualifications of students of higher educational institutions of pedagogy, i.e. full preparation of future specialists for professional activities, pedagogical skills, personal qualities that ensure the priority of humanitarian ideas in the educational process, objective control of students' knowledge ability to make and evaluate needs to be in line with existing social requirements. Higher pedagogy the level of professional training of the future teachers of the future elementary school students of educational institutions, as well as the study of advanced pedagogical practices by them, the use of modern pedagogical and informational educational technologies nikma also requires the development of their skills and continuous development of their professional competence.

In conclusion, the systematic organization of the educational process in pedagogic higher education institutions plays an important role in improving the professional competence of future elementary school teachers, preparing highly qualified personnel who are resistant to strong competition in the labor market. This, in turn, guarantees the high-quality organization of the education and training process in higher education institutions, and the achievement of high efficiency in the training of qualified personnel. Democratic changes in the social life of modern Uzbekistan and its educational sphere - democratization, diversification of the educational environment, the dispersion of the social education order, the emergence of various programs, textbooks, curricula, educational institutions It allows to come to a conclusion about significant similarities in the history of teacher training in Uzbekistan.

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