

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF METHODOLOGICAL TRAINING OF FUTURE PRIMARY CLASS TEACHERS

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Abstract: In the article, the competitiveness and professional competence of pedagogic graduates, the problem of improving the training of primary school teachers in the process of modernization of higher pedagogical education has dramatically increased, the increased attention to the professional training of primary school teachers requires the mass introduction of educational development technologies and methods into school practice, a professional oriented to innovative activity Opinions on the implementation of experimental work on the formation of a competency-based approach to education are presented.

Key words: cognitive activity, content, component, pedagogical practice, self-assessment, "question-answer" method, cooperative method, Singapore education system, experimental work.

The transition to modern educational paradigms has put before the higher educational institutions of our Republic the problem of radical reform of the educational process, including the preparation of teaching staff in accordance with modern students. The requirements for the level of training of teachers who can carry out the search for effective models of organization and management of students' cognitive activity at school are of particular importance. Competitiveness and professional competence of pedagogic graduates are considered the main requirement. In the process of modernization of higher pedagogical education, the problem of improving the training of primary school teachers has increased sharply. The increased attention to the professional training of primary school teachers requires the mass introduction of educational development technologies and methods into school practice.

At the moment, the pedagogical personnel training system does not take into account the objective trends of modern education. The training of primary school teachers is carried out in higher educational institutions in the direction of "Primary Education", curricula are developed in accordance with the standards of higher professional education and the recommendations of the relevant ministries, the problems of mastering the basic educational program are determined in certain measurement units, a list of mandatory general cultural and professional qualifications of the graduate is compiled. However, neither the new goals of teacher training nor the changes in the organization of the educational process have solved the misunderstandings that exist in the training of university teachers:

in pedagogical practice, in the development of a new type of education and professional activity of primary school students, as well as a defined model of higher pedagogical education, it is mainly focused on the "knowledge" paradigm, characterized by a limited choice of educational directions, forms of educational level improvement, educational content variants;

the inability of higher pedagogic education to provide enrichment with new subjects and the changing content of primary education by enriching teacher training with traditional information; the increasing demands of the society on the personality of the elementary school teacher and the lack of programs for his personal and professional development;

orientation of the student to the future profession and reference of the educational process in higher educational institutions to social experience, etc. The reason for this situation is the lack of connections between the new goals of the teacher training system and the old forms and methods of working with students. New technologies are needed for the future teacher training system of pedagogical higher education institutions, which, in turn, require new ideas, innovations and research for the future teacher training.

Up to now, the method of lectures and trainings has prevailed in the process of higher education. Control of independent work through tests and exams is aimed at increasing knowledge, the state exam usually tests memory and the ability to "retrieve" memorized information, not the level of formation of professional skills.

In such conditions, it is clear that it is not possible to provide the future teacher with the quality education necessary to work in a modern school.

Taking into account the requirements of the time, the existing pedagogical research institutes in our country are moving to the paradigm of professional education focused on innovative activity. Professional education focused on innovative activity is aimed at providing a competence-based approach, cooperation of scientific knowledge and practical skills; development of variety (variability) of educational programs, etc.

In our research work, a program of modernization of higher psychological and pedagogical education was developed in accordance with the concept of innovative policy of higher education of the Republic of Uzbekistan.

In our research work, we discuss the possibility of using innovative methods of teaching students using practical activity experience in the development of training programs for teachers of higher education. The new approaches developed in our study to the training of teachers in institutions of higher education require the introduction of interactive educational methods aimed at increasing the level of professional competence of primary school teachers into the educational process.

In the process of training a primary school teacher, in our opinion, it is appropriate to use the following methods:

conducting interactive problem lectures, that is, active use of the "question-and-answer" method during the lecture;

making short presentations revealing one of the questions asked by the students on the topic, etc.;

introduction of educational forms such as "round table discussion", "seminar" during practical training, in which students learn the important aspects of the specialty based on their independent development during the discussion;

debates, analysis of pedagogical situations, conduct of lessons through videos;

application of role-playing and business games, case-methods, "brainstorming" in the process of higher school education, which help to develop the activity, creativity, and creativity of the teacher;

holding seminars, master classes, training sessions that help to form the professional competence of the future primary school teacher;

extensive use of electronic educational resources, Internet-search network, multimedia tools during lectures and practical trainings;

use of elements of imitation, reflection, relaxation during individual practical training;

using new approaches to monitor and evaluate student achievement that ensure their objectivity and reliability

Active teaching methods help to form knowledge, professional skills and qualifications of future specialists, attract them to intensive learning; activation of the thinking of the participants of the educational process; increased motivation, independent decision-making; teacher-student relationship, etc.

It is necessary to pay attention to the possibilities of using innovative teaching methods in the educational process of group forms of working with students.

Today, taking into account the experience of the Singapore system, the method of cooperative education is being actively introduced into the educational process of higher educational institutions of pedagogy. This method is based on forms of team work, creating a psychologically comfortable and safe environment for students, using different educational structures.

The cooperative method has a well-thought-out system of group work, and the learning process is based on step-by-step and clear instructions. The main goal of cooperative education is to develop students' critical, creative thinking. At the same time, the effectiveness of teamwork was manifested in the speed of solving problems and in the realization of identity in the educational process, in creating favorable conditions for educational relations and in the formation of organizational work skills, and perhaps most importantly in the formation of reflexive abilities of students.

Effectiveness of the cooperative method of teaching undoubtedly increases when students perform practical work, tasks of a problematic nature, various projects, scientific and methodical research. The role of the teacher in cooperative learning is also important. Here he plays the role of a facilitator: he monitors and controls the learning process that allows students to learn independently by solving problem situations.

It should be noted that the expediency of using the experience of the Singapore education system in primary school teacher training is explained by the fact that this method is widely used in primary school practice, as it includes various forms of education, a combination of educational, entertainment and game materials.

The content of educational programs is important in terms of improving the professional training of primary school teachers. The integration of training courses, many aspects of their content have been described in recent years of research [Eroshina V.I. Organization of methodical service and professional education. "Innovatsii v obrazovanii"– 2010. – №5.].

At present, pedagogical higher educational institutions have accumulated sufficient experience of integrated communication within the cycles of educational sciences in the field of primary

education methodology. Especially the experience of teaching theory and methodology, lectures, integrated seminars in the field of national and foreign children's literature is of great interest.

An integrated science fieldwork program has been developed and is being implemented. Although to a lesser extent, the integration of the content component between the science cycles is carried out and this process will be continued in the future.

Another way to strengthen connections between the subjects studied by the future primary school teacher at the stage of higher education is their professional and pedagogical orientation: in the process of learning subjects (mother tongue, mathematics, natural science, etc.), the student should have an idea about the content of the subjects related to the primary school curriculum.

In general, the pedagogical orientation in higher educational institutions should be absorbed into all areas of the educational process, including they should be reflected in the educational and methodological guides created for students.

The future primary class requires a special approach to the psychological-pedagogical and social orientation of the pedagogical content of teachers.

One of the most important ways to improve the professional training of future primary school teachers is to increase the level of theoretical and practical training for innovative activities at school, which includes the formation of a creative, individual style.

In this regard, the development of research and creative skills of students occupies a special place in the educational process of higher education. It allows future teachers to develop the ability to see new things in modern school theory and practice, to search for non-standard solutions to the problems facing the school and to bring them to the stage of implementation.

The system of organizing such work requires attention to the formation of research skills in writing courses and graduation qualification papers for the participation of students in scientific-research activities in the study of all subjects of the curriculum, in the implementation of scientific-research and creative projects.

One of the conditions for the organization of such work is the problem of studying the individual characteristics of future teachers and the possibilities of taking them into account in the educational process. Naturally, the management of such a system requires the development of a special program, as well as the introduction of individual programs for the personal and professional development of talented students.

Another problem of the system of training future elementary school teachers is related to the formation of students' ability to learn independently and work on themselves. As one of the tools for solving this problem, there are teaching-methodical complexes of subjects, electronic educational resources, which should provide a system of independent student work, including self-control, current and final control tasks.

In order to solve the above-mentioned problems, it is aimed at training students - future primary school teachers, using a practice-oriented method. Accordingly, one of the most urgent problems is the fundamental deification of pedagogical practices, without which the modern tasks of modernization of education cannot be carried out.

It is possible to raise a number of main problems related to the organization of pedagogical practice in a higher education institution:

insufficient number of hours allocated for practice in curricula;

lack of sufficient number of hours in the workload of the teachers to implement the process of supervision of the students undergoing internship;

school teachers do not want to involve students in practice for additional burden and low salary;

lack of awareness of teachers about the specific goals and tasks of practice and imperfect preparation for working with students on the development of professional competences;

inconsistency of theoretical training in higher education and school practice

To overcome the above problems, in our opinion, lies the cooperation of higher education institutions and general education schools. It is known that the professional competences of the future teacher are not decided only within the walls of higher educational institutions of pedagogy and only by teachers of higher educational institutions.

The school, as the main customer of the new teacher, must inevitably be involved in the process of professional training of the student.

Scientific-methodical seminars, roundtable discussions, master-classes are organized on the basis of schools in order to organize effective cooperation between professors and teachers of higher education institutions, practicing teachers, and students.

The topics of the events reflect the most urgent issues of the theory and methodology of primary education, including the problems of introducing new educational standards of primary general education.

In order to generalize and disseminate advanced pedagogical experience in the field of primary education, it is necessary to conduct a competition of educational and methodological developments every year.

It is necessary to organize the work of the special group "Young Teacher Center", the main focus of which is to help adapt to professional activities, to provide methodical support and advice to graduates. It is necessary to systematically organize and hold meetings of students with talented scientists, teachers, primary school teachers and other employees of educational institutions in the form of "pedagogical consultation". Pedagogical consultation is a special communication format that helps to activate professional cooperation between scientists, teachers and students. The main purpose of such meetings is to show prospects of specialization, to help students to choose the direction they want to engage in science, to find themselves in professional activity. The results of joint scientific and methodical work of professors and teachers of higher education, students and primary school teachers should be reflected in the annual scientific collections "Actual problems of pedagogy and primary education methodology". Taking into account the positive experience of professional training of elementary school teachers in the Republic of Uzbekistan and abroad in the conditions of modernization of higher pedagogical education has great prospects.

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