

IMPROVEMENT OF METHODOLOGICAL TRAINING OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

This article is about the improvement of the methodological training of primary school teachers, the concepts that teachers need to know in order to effectively organize the teaching process that expresses methodical preparation and achieve the desired result, competences that need to acquire, personal qualities of professional importance are described in detail.

Keywords: Methodical preparation of primary school teachers, the process of teaching, competence, life and vocational experiences, individual qualities, need, motivation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Teachers of primary classes should possess personal qualities of professional importance, improve learner's educational and cognitive activities on the basis of the organization of independent activities of them in the educational process, increase the effectiveness of the educational process and form the educational environment. To do this, it is necessary to know various modern methods, to regularly study advanced experience, achievements of science and technology and to apply them in their activities, to base on the existing educational and legal-normative criteria in solving various issues and problems related to the educational process, which represent the professional competence and methodological training of teachers.

The term "Preparation" is interpreted as follows in the annotated glossary by S. I. Ojekov and N. Y. Shvedova to teach, to form the knowledge necessary for something or knowledge acquired by a person. In a broad sense, "preparation for a particular type of activity" is a set of qualities of this type of activity, practical skills and skills, circumstances and relationships, socially significant objectives and results for achieving the necessary goals.¹

G. E. Karlibaeva notes in his scientific-research work on the formation of methodological preparation of teachers that "The teacher's preparation for pedagogical activity is the state of the teacher's personality before the beginning of the activity, that is, the demonstration of the knowledge, skills, qualifications and personal qualities related to the pedagogical profession which he consciously chooses, developing his professional abilities."²

This means that methodical preparation describes the spiritual worldview, psychological-pedagogical and organizational-technological potential of primary school teachers, that is, the potential of their professional capabilities in a globalized environment.

¹ Himmataliev D.O. Integration of pedagogical and technical knowledge in the diagnosis of vocational training (as example of faculties of "Vocational Education" in technical universities): Doctor of pedagogics ... dissertation. - T.: 2018 .-- p248 .

² Karlibayeva G. E. Improvement of methodical preparation of physics teacher in the conditions of innovative educational technologies. Candidate of Pedagogics. Dissertation. T. 2012 – p130.

Methodical preparation is a process with a complex structure, the basis of which contains a positive attitude, motivations and acquired knowledge, skills and qualifications, the professional values of the teacher. The composition of this preparation includes professional aspects of the character of a person, pedagogical competence, a complex of professional knowledge, skills and qualifications, certain experiences that allow them to apply in practice.

The basis of the methodical preparation of teachers is his competence. Professional competence is the high level of professional knowledge, skills and competences. Pedagogical competence is the acquisition of a number of necessary universal qualities.³The methodological training of teachers is characterized by concepts, competencies that they need to master, and professional qualities that they need to effectively organize the learning process.

Concepts that primary school teachers need to know and determine their competency are as follows:

- content of the education system;
- state educational standard on the basis of competence-based approach, curriculum, new generation textbooks, alternative, intensive and individual curricula;
- teaching methods;
- innovative forms and methods of education;
- visualization and didactics of education;
- knowledge acquisition and training content;
- education trajectory design and planning;
- educational patterns (active use of automated schemes or models of a person's activities in his or her daily life at the level of instinct);
- assessment of students' knowledge (personal qualities, skills of the student, that is, critical thinking, ability to make a speech in front of the team, be able to work in a team, leadership, literacy, reading, levels of physical activity, be able to get out of non-standard conditions, creativeness in solving unexpected problems);

Competences that teachers of primary classes should possess are as follows:

- media competence: the collection of information on the specialty, their accumulation, processing, harmonious use of internet materials;
- intellectual competence: the use of intelligent activity methods, creative, logical, analytical-critical, creative thinking;
- global competence: selection of information, design, determination of ways to use in the educational process;
- management competence: the organization and management of student cognition activities in the lessons with the harmonious use of technical and innovative technologies in the educational process;
- diagnostic competence: designing the educational process on the basis of the requirements of a competency approach, predicting the expected and guaranteed results from the lessons used innovative technologies;
- independent research competence: carrying out a planned research in order to gain professional and pedagogical skills on the basis of the requirements of a competency approach;
- Correctional competence: carrying out systematic self-study in order to achieve the expected result in the educational process, identifying the causes of mistakes and shortcomings and eliminating them;

³ Turgunov S. T. and others. Development of professional skills and competence of teachers. T.: Sano - standard, 2012. – p172.

- methodological competence: the acquisition of didactic bases of the organization of the training process in his specialty;
- design competence: purposeful design of educational process with a focus on the conceptual framework of the competency approach;
- constructive competence: processing of educational materials for the purpose of using technical and innovative technologies with a focus on the conceptual framework of the competency approach;
- studying advanced work experience and applying it in practice: studying and practicing the work experience of the moderator teachers on the application of technical and innovative technologies in the subject that he or she teaches.

Professional qualities that should be developed in primary school teachers are as follows:

- patriotism;
- national ideological consciousness;
- pedagogical behavior;
- humanity and justice;
- loyalty to his/her profession and honesty;
- initiative;
- insistence;
- observability;
- self – sacrificing;
- printspiality;
- self-management and development.

The system of professional qualities consists of pedagogical awareness, deep understanding of the essence and content of national education, pedagogical creativity, perfect knowledge of educational opportunities of their own science, striving to improve pedagogical knowledge, good understanding of traditions, values, customs of the uzbek people, acquisition of knowledge of politics, history, culture, spirituality, technique.

The main criterion that determines the need to improve the methodological training of primary school teachers is the goal, in order to achieve it, it is necessary to set tasks, to plan in advance the activities that will be organized, to choose and design the ways of implementation, to coordinate the goal and result. This means that each teacher relies to a certain extent on his or her own worldview, thinking, imagination and available knowledge, personal and professional needs to improve his or her methodical preparation. The need to be formulated in the direction of improving their methodological training in teachers should arise from the needs of the state and society. If the need for the improvement of methodical training is sufficiently formulated, the teachers will have an interest in the study of innovations in their profession, the achievements of science and technology, which in turn contributes to the acquisition of independent education in teachers, that is, self-study, which will serve to improve methodical training in teachers.

Furthermore, it serves to form such skills that teachers achieve certain positive results in their activities, gain prestige in the team of teachers, self-management and development. Also, one of the tools that plays an important role in the process of improving the methodological training of teachers is the need for success, which is the need to lead the teacher into creative activity that serves to achieve the results achieved by the responsibly performing a particular task.

It is important that primary school teachers carry out the following tasks systematically and inextricably, in order to improve methodological training due to their professional needs:

- striving for self-development;
- striving to master life and professional experience;
- high level of preparation and motivation for teaching;
- organizing professional activity on the basis of innovative approaches and putting into practice the knowledge, skills and abilities necessary for improvement of teaching process.

In conclusion, the reforms carried out in the direction of the development of the educational system require the organization of pedagogical activity of teachers on the basis of scientific and innovative approach, the use of the most effective methods and tools in the process of teaching, personal qualities of necessary knowledge, skills, qualifications and professional importance in the direction of activating educational and cognitive activities of students, training of competitive staff. Accordingly, teachers of primary classes should regularly develop their professional and methodological training, mastering the achievements of science and technology, modern pedagogical and new information technologies.

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