



Improving The Preparation Of Future Primary School Teachers By Developing Education

Sultanova U. M.

Associate Professor. (97)780-15-64.

sultansha32@mail.ru Nizami TSPU

Faculty of Primary Education

Department of Mathematics and Methods of Teaching Primary Education

Annotation. The article emphasizes the importance of developmental education in the training of future primary school teachers in the higher education system, as a means of social and pedagogical influence on teacher training.

Key words: education, developmental learning, future primary school teacher, reproductive trait, educational process.

Бўлажак Бошланғич Синф Ўқитувчиларини Ривожлантирувчи Таълимни Асосида Тайёргарлигини Такмиллаштириш

Султанова У. М.

доцент . (97)780-15-64. sultansha32@mail.ru Низомий номидаги ТДПУ
Бошланғич таълим факультети Бошланғич таълимда математика ва уни
ўқитиш методикаси кафедраси

Аннотатция. Мазкур мақолада олий таълим тизимида бўлажак бошланғич синф ўқитувчиларини тайёрлашда ривожлантирувчи таълимнинг аҳамияти, педагог кадрлар тайёрлашда ижтимоий-педагогик таъсир воситалари ёритиб берилган.

Калит сўзлар: таълим, ривожлантирувчи таълим, бўлажак бошланғич синф ўқитувчиси, репродуктив хусусият, ўқув жараёни.

Совершенствование Подготовки Будущих Учителей Начальных Школ Путем Развивающего Образования



Султанова У. М. - Доцент. (97)780-15-64. sultansha32@mail.ru Низами ТГПУ, факультет начального образования, кафедра математики и методики преподавания начального образования

Аннотация. В статье подчеркивается важность развивающего образования в подготовке будущих учителей начальных классов в системе высшего образования, как средства социально-педагогического воздействия на подготовку учителей.

Ключевые слова: образование, развивающее обучение, будущий учитель начальных классов, репродуктивная черта, учебный процесс.

Radical changes in all spheres of our country's life create the need to pay special attention to new specialties and the training of professionals. The general education system was also affected by the phase of change. Humanitarianism, democratization, selective education, individual-oriented education are promoted as the main strategic directions of educational development in Uzbekistan.

Developmental education is one of the main directions of modern school reform. Interest in the idea of developmental education in schools has become more evident recently.

Mass attempts have been made to implement one or another system of developmental education in the practice of primary education. In almost every region, every city and even village, there are classes working on one or another developmental education system.[1]

The transition to developmental education presupposes the presence of special pedagogical and methodical training, appropriate psychological literacy and competence in teachers.

At the same time, as noted in the work of V.V. Davydov, "the fact that many pedagogues-scientists and teacher-methodologists do not have enough clear ideas about developmental education, its types and forms, and on top of that - the main explanation for the issue of possible connection between education and development of schoolchildren in them it is necessary to observe that there are no clear ideas about theories.[8]

The absence and use of appropriate theories does not allow solving complex problems of developmental education, its application in primary school. Historically, the primary education system, in the presence of various forms, is subordinated to the task of mastering a certain amount of knowledge, skills and



abilities that provide students with the opportunity to participate in various social spheres.

Within the framework of the traditional system, student development is considered, on the one hand, one of the most important reasons for the success of teaching, on the other hand, as its desired, but always "additional" result. However, in the early 1930s, L.S. Vygotsky established the possibility and appropriateness of teaching aimed at the development of the child as its direct and most important goal.

L.S. Vygotsky's ideas were applied within the framework of the theory of psychological activity, which led to a fundamental review of traditional views on development and its relationship with teaching. In the first place, the process of recovery of the child as a subject of various forms and types of activity is put forward. This approach was developed in the early 60s by D.B.

Described by Elkonin, he saw the essence of educational activity in the independent transformation of an individual as a self-subject. At the same time, the foundation of the concept of developmental education was laid, in which the child "is considered not as an individual to be taught and as an object of influence through teaching, but as an independently changing subject of teaching, a learner".[7]

Organization of students' educational activities is the main and most complex task faced by a teacher who implements developmental education. Its importance is determined only by the fact that development ideas can be applied within this activity.

In addition, attempts to "introduce" a developmental task, denying the task of organizing educational activities, can lead to extremely undesirable results, because relying on educational activity of a reproductive nature, it is not possible to ensure in advance the qualitative mastery of a sufficiently complex system of scientific concepts with elementary school students.

In the implementation of the assigned task, the teacher can rely on a set of methods and forms of organization of the educational process, which have arisen according to the goals and conditions of traditional teaching.

Education, as you know, is not developmental in itself. This is an artificial process that needs to be developed. L.V. Zankov, D.B. Elkonin - V.V. Davydov, A.V. Usova, Sh.A. Amonashvili, V.E. Bibler et al., many schools of developmental education science answer the following question: how to make the teaching process developmental.



There are enough technologies for organizing developmental education in the educational reserve, and each teacher can choose the one that is close to him, his creative style, and, absorbing the experience of famous masters, he can continue his work in creative pedagogical activity.

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The requirements for knowledge and skills in preparatory subjects also have instructions indicating the need to direct the graduate of the educational process to the implementation of the developmental education of primary school students and the formation of their educational activities. In particular, as noted, the graduate "humanizes the process of education in primary grades, ... mastered the methods of organizing an individual-differential approach to education and upbringing of primary school students;

... instilling the skills of independent filling of knowledge;

... is able to choose the optimal teaching and upbringing methods that ensure effective educational activity, activity, independence, curiosity of students... consists of

Evaluating a developmental education system in terms of teacher requirements is very complex. The assessment of this point of view was made by L.S. Vygotsky, D.B. Elkonin, V.V. Davydov, L.V. Zankov, V.V. Repkin, P. Ya. Galperin, A.P. Zaporozhets, R.G. It can be observed in the work of psychologists, pedagogues-practitioners like Khazankin.

In developmental education, the authoritarian point of view of the teacher who controls the learning process cannot be implemented. The point of view of a business partner who actively cooperates with students during the implementation of educational tasks is appropriate.[8]

According to V.V.Repkin, the insufficient level of psychological and technological preparation for the educational dialogue of students within the framework of the developmental education system, the organization of effective group work, leads to its violation in a number of cases. Observations show that during the independent analysis of the lesson, teachers have difficulties in distinguishing



the principles of developmental education implemented and in methodological justification.[7]

The teacher successfully overcomes difficulties related to the assimilation of new scientific and psychological-pedagogical knowledge that is sufficiently wide for the teacher, the mastering of new forms and methods of organizing the educational process, and the reconstruction of pedagogical ideas that have arisen historically, only with the methodological help of regularly held seminars on the basis of basic schools and pedagogical institutes. can reach

At the same time, it should be noted that in the educational system that develops future teachers in science, questions related to the content of the process of preparing elementary school students with the formation and management of educational activities, the process of transferring the student from the point of view of the object to the point of view of the subject of his teaching, the knowledge of future teachers on managing the education of schoolchildren limit not defined, the optimal training technology for the implementation of developmental education of future teachers has not been determined. Study of practical readiness of graduates of higher educational institutions to implement developmental education in primary classes showed that most of them are not oriented to a qualitatively new type of interaction with students in the educational process, elementary school teachers do not know how to properly organize and direct educational activities in the application of developmental education.

The question arises as to where and how to train primary school teachers who can teach and educate students based on educational and methodical recommendations developed for developmental education. According to V.V. Davydov, it is very difficult to train such teachers in a pedagogical institute, because the question arises in relation to such institutions: Where can one find teachers who can introduce their students to a radically new type of pedagogical work? It is necessary to train such teachers (at the same time methodologists for primary school) for a long time.[8] Then he also emphasizes that the training of teachers in the developmental education system should be carried out only within the framework of this system, which is implemented realistically, and only in the process of practical solving of pedagogical tasks in accordance with it, in cooperation with people who can solve such tasks (first of all, with methodologists).



Inadequate development of the theoretical-methodological foundations of professional training of elementary school teachers for the implementation of developmental education in school conflicts with the evidence of promoting such training as qualified requirements for the level of professional skills of pedagogues.

On the other hand, the analysis of the state of teaching in primary education shows the conflict between the graduates of pedagogical higher education institutions regarding the implementation of developmental education in primary classes.

Thus, there is a conflict between the two groups. In the modern practice of primary education - between the purposeful orientation to the development of the subjective qualities of the primary school student and the insufficient level of professional training of the primary school teacher in its implementation.

In the theory and practice of the system of training future primary school teachers - between the development of his creative activity during the implementation of developmental education and insufficient scientific and methodical support of this process.

The identified contradictions show the urgency of the issues: what are the organizational bases, nature, and content of the training of future primary school teachers for developmental education, future teachers, on the one hand, the developmental education system and, on the other hand, what should be the teaching technology that incorporates the necessity of preparation for activity in the case that this aspect of preparation is sufficiently reflected in the educational programs of the pedagogical soul.

Ensuring the quality of education is seen in how the educational process is organized and meets the established quality criteria, along with the level of professional training of graduates. This task is defined in a number of legislative and regulatory documents, in particular, in the National Program of Personnel Training, the system and content of personnel training from the perspectives of social and economic development of the country, the needs of society, reflected in the form of instructions and principles directed at specific goals in the example of reconstruction based on modern achievements of science, culture, technique and technology.

Preparing students for professional activity is understood as a complex socio-pedagogical system with integrative processes of education aimed at forming and developing the readiness of the future teacher for creative implementation



of education that develops his capabilities and abilities at the level of independent implementation.

Professional training - a whole personality trait - is expressed in finding one's professional position, taking as its basis instructions for specific activity in solving pedagogical situations in professional activity.

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