

METHODOLOGY OF STUDYING THE LEVEL OF IMPROVEMENT OF THE PRIMARY CLASS TEACHER'S OPEN JOINT ACTION WITH STUDENTS

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Abstract: This article explores the methodology used to evaluate the improvement of open collaboration between elementary school teachers and students. Open collaborative action refers to collaborative and interactive communication between teachers and students in the classroom.

Key words: Primary education, open joint action, teacher-student interaction, classroom dynamics, education.

Primary school teachers have an incomparable role in forming the educational foundations of young people. A modern primary education teacher is the leader of the educational process. For this reason, a primary school teacher must have deep knowledge to properly guide the process. At the same time, he must have high professional skills. A teacher is a role model for a student in many ways. That is why he should be able to attract the child first of all. The updated theory of primary education should develop the basis for diagnosing the teacher's personal qualities, professional skills and level of knowledge. Training and retraining of primary school teachers based on the results of the inspection and their introduction into educational practice is one of the tasks that cannot be delayed. The most effective form of improving the educational activity of primary school students is the knowledge and skill of the teacher.

A number of achievements have been made and are being made in the development of primary education in our country. In particular, new state educational standards, curriculum, including multimedia applications of textbooks, textbooks and training manuals, which meet the requirements of the time, are being developed and put into practice. Advanced pedagogical technologies and interactive teaching methods are widely used. It is stated in the "Concept of Primary Education", updated in accordance with the requirements of modernized education, that "Primary education based on a person-oriented and competency-based approach is based on the theory of education that develops and improves along with the development of society. is developed regularly and serves to improve the individual based on the requirements of society."¹

The analysis of scientific literature showed that in modern psycho-pedagogical science, two independent directions of research are distinguished: the psychology of the teacher of intellectually developed schoolchildren and the preparation of the teacher to work with intellectually developed students. It is necessary to form such skills as didactic situations in the educational process (determining the teacher's behavior, his self-esteem, expressing the level

¹ Bahriyevna PN, Roziyeva MY As the Main Link of Primary Education // SCIENTIFIC JOURNAL OF APPLIED AND MEDICAL SCIENCES. - 2023. - T. 2. – no. 12. - S. 528-530.

of his didactic interests, the teacher's motivation, the stable system of his relations with the student, colleagues, himself directly related to the understanding of the meaning of his work), teachers' in-depth knowledge of their subjects. Each pedagogue should develop the motivational sphere, be able to set goals, be able to correctly divide interests, and turn a set of psychological qualities that cover personal motives into a skill. A.K. Markova recognizes the methodical training of elementary school teachers as "A mental state that allows independent and responsible work, the ability and skill of a person to perform certain labor tasks, which consists of the results of human labor." The teaching profession is a profession that requires a creative approach, and the teacher has great opportunities to develop the intellect of the student. Intellectually thinking teachers should develop the intellect of schoolchildren. However, equipping the future elementary school teacher with methodical knowledge that ensures effective work on the development of creative personality in students is considered a very important and promising part of the professional and pedagogical training of teachers. GLLukinkin supports the idea that methodical training of the future elementary school teacher should be practically oriented. In this regard, the scientist notes that in solving the issue of primary school teacher training, it is necessary to proceed not by increasing the number of subjects studied by students, but by individualizing the effective organization of education and independent work of the future teacher, that is, it is necessary to strengthen the individual approach from mass, general education.

As educational systems strive for continuous improvement, it is important to evaluate and improve the effectiveness of elementary teachers. Assessing their level of improvement is a valuable tool for identifying areas of strength and need for further development. In this article, we will study the methodology of studying the level of improvement of elementary school teachers, highlight the main points and approaches. The level of improvement of the primary teacher's open joint action with students is a decisive aspect of improving the quality of education and improving the general educational experience of students. Also, improving the open joint action of the elementary school teacher with students is important in ensuring effective communication and full involvement of students in the learning process. Open collaboration refers to the teacher's ability to create an open and inclusive environment where students can share their thoughts and ideas.

The elementary school teacher plays a key role in shaping the minds of young people and creating an interesting and effective learning environment. Therefore, it is important to have a methodology for studying the level of qualification improvement of primary school teachers. This article describes the methodology of studying the level of improvement of the primary teacher's open joint action with students, their teaching ability, classroom management and focusing on student activity.

It is necessary to use a certain methodology to measure the level of improvement of the open joint action of the primary school teacher with the students. TADmitrenko developed the following criteria in his research on determining the most important features of career-oriented technologies in a higher pedagogical school: efficiency; profitability; ergonomics/psycho-hygiene; creating a high motivation to study the subject ; using the latest achievements of didactics; increase the informativeness of educational content; development of general

educational skills; educational and methodological support that ensures high mental activity of students.²

To evaluate and monitor the teacher's development in this area, we will consider the following steps one by one:

1. Initial assessment: The first step in studying the level of improvement of communication between primary school teachers and students is to conduct an initial assessment. This can be achieved through classroom observations, performance checks and teacher self-assessment. The initial assessment should focus on areas such as teaching methods, classroom management, communication skills, student engagement and motivation. Wider introduction of student-friendly practices in non-state educational institutions is of particular importance in improving the quality of education. Also, in the 21st century, an important condition for the formation of the economic development model of Uzbekistan is the wide implementation of innovative activities, the application of scientific knowledge, new technologies to the educational process, the establishment of international cooperation, and the development of educational content. solving problems, creating innovative programs, conducting diagnostic analysis, organizing the activities of temporary creative groups for the development of new pedagogical technologies, improving the quality and efficiency of education, is being manifested as a guarantee of social stability and people's well-being.³

2. Goal setting: After the initial assessment is completed, the teacher and school administration can work together to set specific improvement goals. These goals should be realistic, measurable, and aligned with the school's goals. These may include improving student engagement, improving teaching methods, or creating a more inclusive classroom environment.

3. Professional development: Professional development opportunities should be provided to support teacher development. This includes workshops, training and access to educational resources. Professional development helps a teacher acquire new strategies, teaching methods, and classroom management techniques that are consistent with improvement goals.

4. Implementation of strategies: After participating in professional development, the teacher can begin to implement new strategies and methods in the classroom. These include using new teaching methods, integrating technology into lessons, or implementing behavior management strategies. The implementation of these strategies should be consistent and consistent with previously defined improvement goals.

5. Continuous monitoring and feedback: Continuous monitoring and feedback are important during the improvement process. Classroom observations, peer assessments, and student feedback provide valuable information about a teacher's success. Regular communication and feedback sessions with the school administration will help the teacher stay on track and identify any issues or problems that require further improvement.

6. Data collection and analysis: Data collection and analysis should be done to study the level of improvement. This includes monitoring student progress, academic performance, and

² Dmitrenko T.A. Professionally-oriented technology education and systematic pedagogic education: dissertation of the doctor of pedagogic science //13.00.08. 2004. – p. 442.

³ Fazliddinova, Makhtuma Kurbanova. "INCREASING THE EFFECTIVENESS OF INCLUSIVE EDUCATION IN PRIMARY CLASSES." JOURNAL OF INDISCIPLINARY INNOVATIONS AND SCIENTIFIC RESEARCH IN UZBEKISTAN 2.24 (2023): 112-120.

classroom behavior. In addition, the teacher's own reflections and self-assessments can provide insight into their growth.

7. Reflection and Adaptation: Based on the data collected and the feedback received, the teacher can reflect on his practice and make adjustments as necessary. This may include improving teaching methods, addressing specific issues, and making improvements based on feedback received.

8. Final evaluation: After the period of implementation of the improvement strategies, a final evaluation should be conducted. This may involve revising the initial assessment criteria and benchmarking the results to measure the level of improvement the teacher has achieved. This final evaluation allows you to celebrate successes and identify areas for further growth.

In conclusion, it can be said that one of the promising, priority directions for modern primary education is the development of students as mature individuals and education in the spirit of national values. Studying the level of professional development of primary school teachers is important for improving the quality of education they provide, and it requires a systematic and comprehensive approach. By following a systematic methodology that includes initial assessment, goal setting, professional development, implementation of strategies, monitoring, data collection, reflection, and final evaluation, schools can improve the engagement of primary teachers with students. will be able to effectively measure the degree of improvement of open joint movement. It not only supports the professional development of teachers. Ultimately, this contributes to creating an environment conducive to student success and excellent overall education. Also, the more educated and creative the teacher is, the more knowledge and skills he gives to his students, and this in turn motivates the young generation to join the society as mature staff.

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