



## THE CONTENT OF IMPROVING METHODODOLOGICAL TRAINING OF FUTURE PRIMARY CLASS TEACHERS

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**Abstract:** In this article, an opinion is expressed about the methodical training of the future primary school teacher, views related to his professional activity, problems of professional and personal training formation, the system of their elimination, and the main directions of improving the cognitive activity of primary school teachers.

**Key words:** Future primary school teacher, methodological training, quality of education, international experience, creative activity, professional training, modern approach, innovative process, pedagogical skills.

In the world, large-scale work is being carried out on the preparation of pedagogical personnel with modern methodological training, the development of mechanisms for improving the methodological training of future elementary school teachers, the creation of models for improving methodological training, methodological systems, and multimedia electronic resources. At the same time, it is noted that there is a need for "improving the process and means of evaluating the quality of education, putting into practice the mechanisms that allow determining the achieved results." Today's modern elementary school teacher should be not only knowledgeable in his field, but also, first of all, an initiative. Especially today, a primary school teacher should have strong theoretical knowledge, strive for innovation, be able to put his ideas into practice, be interested in world experience, and be able to introduce a new model teaching system into education. In performing these tasks, special attention should be paid to the knowledge acquired by the future elementary school teacher, the audience and independent learning activities.

A number of scientists have conducted research on the cognitive activity of future elementary school teachers. For example, NUBikbayeva, AZIgolovich, ASLitvenenko, GMMurtazin, MNTerekhin, LNTregurova - analyzed the educational process as a separate organization that requires willpower and emotional response to the studied material in order to activate the cognitive activity of future primary school teachers, EGMingazov, MNSkatkin, AMUmronkhojayev, TIShamova and others. scientists put forward the ideas of problem-solving of the educational process in improving the cognitive activity of future elementary school teachers through problem-based education. According to their analysis, the future elementary school teacher is to organize the learning process, not independence, creativity, and activity in the student.

The research works of NMBrussova, G.Sh. Gaynutdinova, NVMaksimenko, R. Ibragimov, F. Kasimov are devoted to the development of creative elements in the personality of the future



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primary school teacher. For example, in the process of studying psychological and pedagogical sciences, they expressed an opinion about the creative activity of students, pedagogical creativity, and pedagogical skills.

NI Ilyasov studied the scientific-pedagogical basis of improving the preparation of future teachers for creative professional activity.

MM Balashov and MI Lukyanova analyzed some quality features of the teacher's preparation for innovative educational processes .

GK Chikunova studied the problems of forming the professional and personal preparation of the teacher for scientific-research activities in the process of improving the skills of innovative activities <sup>1</sup>.

M. Jumayev studied the problem of forming the professional culture of primary school teachers, and O. Haydarova studied the preparation of future students for the technological approach to the educational process in her scientific work.

NV Ammosova<sup>2</sup> states that the future primary school teacher feels the personal and social importance of his profession:

- to be ready for today's news;
- has a scientific outlook;
- to be brought up in the spirit of humanitarianism;
- the ability to introduce new forms of optional exercises into the educational process;
- to know the forms and methods of scientific knowledge and their evolution, to know the whole universe and to have different methods of mastering it;
- to understand the importance of science in the development of society;
- to be aware of innovative methods of information search, processing and use, to have the ability to adapt and interpret them for the recipient of information;
- to be able to revise one's point of view, choose innovative forms and methods of work in the conditions of scientific development and changing social practices;
- to be psychologically and methodologically prepared to work in various interdisciplinary fields of knowledge;
- a person should feel the importance of childhood as a unique period in the development of a person.

Rakhmatova Feruza Abulkasimovna, a scientist of our republic, explained in her research work the main 5 directions for improving the cognitive activity of future primary school teachers. These are:

- uniqueness of educational content;
- determination of the movement structure;
- determination of educational issues;
- use of the group, team-distribution, form of educational organization;
- to reveal the motivations for improving the thinking of future elementary school teachers, taking into account their various types.

<sup>1</sup> Sungatullina, Ramilya Ilgizovna Formirovanie gotovnosti uchitelya k razvitiyu matematicheskikh kishkih kashchikhsya ema dissertatsii i avtoreferata po VAK RF 13.00.01, kandidat pedagogicheskikh nauk.2009. 22 p.

<sup>2</sup> Ammosova Nadezhda Vasilevna Methodological-mathematical preparation of students of pedagogic faculties for the development and creativity of schoolchildren. dissertatsii i avtoreferata po VAK RF 13.00.02, Doctor of Pedagogical Sciences. 1991. 24 p



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In our opinion, the importance of studying the processes of globalization in the modern world, strengthening socio-economic relations, improving information and communication technologies, media resources, and activating dialogue on the teaching of primary education subjects emphasizes the importance of paying attention to the improvement of the intellectual potential of the teacher, in addition, professional forms and defines the necessary skills and training of teachers in detailing.

Methodical training of the teacher will have various opportunities to present educational materials through media resources:

**1.** Content of education. The content of education consists of media resources and traditional educational content, their harmony. These directly enable the teacher to learn from multimedia, informational learning resources, websites and web-based textbooks.

**2.** Form of execution. Based on the media resources provided by us, it is possible to cognitively complete the teacher's educational materials in the form of web quests. Web quests recommended in practice can be analyzed in two ways:

**1.** Motivational web quests to complete. The use of motivational web quests serves to systematically organize processes such as remembering, understanding, application, harmony of ideas, cooperation, evaluation.

**2.** Cognitive (creative) web quests. The use of creative web quests allows students to use the active process aimed at establishing communication through the site, electronic work, and reflection.

**3.** Result indicator. As a result of individual presentation of educational materials through media resources, it is possible not only to improve the methodical preparation of the teacher:

the teacher develops himself personally;

the teacher develops himself professionally;

an opportunity is created for the teacher to receive electronic education;

The teacher's knowledge is monitored electronically.

The mechanism of special opportunities developed by us serves to improve methodical preparation based on mutually effective optimization of the factors of prioritizing the teacher's personal and motivational direction.

The above various forms of individual presentation of educational materials through media resources in the improvement of methodological training create the possibility of electronic monitoring of the mastering of a personal-motivational primary teacher. In our opinion, the electronic monitoring of the learning of the elementary school teacher is based on the content of the educational materials and the form of its delivery. The web-quest assignments provided by us provide the possibility of electronic monitoring of the teacher's knowledge in an individual case, establishing feedback.

Self-professional and personal development can be achieved through remote-cognitive execution of creative web quests developed by us.

According to NAYuldasheva, it is appropriate to use developmental educational technology in professional self-development. Because developmental educational technology fulfills didactic, educative, developmental, and socializing goals .

Today's student's personal and professional development is effectively organized in the e-learning environment, through which not only a number of competencies can be formed, but also an opportunity to develop the student's logical thinking.



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Formation of general professional experience and knowledge, reflexive skills and qualifications to prepare the teacher for pedagogical activities, should be defined as the main task of the motivational process.

According to MMAbdullaeva, self-evaluation of a person can be linked to learning motivation, intellectual cognitive motivation, communication and behavioral motivation.

for students to master the educational materials, to form competencies related to tolerance, and to motivate them to carry out tolerance activities .

Individually , any media resources we provide serve the following purposes:

1. Providing the teacher's methodical preparation of educational materials in individual conditions;
2. Electronic monitoring of the teacher's learning;
3. Individual -cognitive performance of creative web quests ;
4. Self-professional-personal development;
5. Mutual effective optimization of the factors of giving priority to the personal motivational orientation of the teacher .

As we mentioned above, the independent cognitive activity of the teacher is one of the integrative qualities, which is the formation of a system of knowledge and activity methods for cultivating positive motivations for learning, applying them and mastering new ones; it also serves to provide an intensity of voluntary effort. This opportunity is achieved by working with Internet resources and web quests.

In general, today's future elementary school teacher should bring theoretical and practical knowledge of each educational content to the educational process based on modern approaches through modification methods, based on the educational content.

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