



PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR DEVELOPMENTAL EDUCATION

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Annotation

The modernization of the educational process in primary school is based on research in the theory and practice of developmental education. The effectiveness of developmental education is achieved primarily through the activation of the learning activities of existing primary school students. The student should not passively perceive the new knowledge explained by the teacher in a ready-made form, but should find and understand them in an independent work to the best of his / her ability.

Keywords: developmental education, primary education, passive cognition, cognition, active memory, teaching

Annotatsiya

Ushbu maqolada boshlang'ich sinfda o'quv jarayonining yangilanishi rivojlantiruvchi ta'lim nazariyasi va amaliyotida olib boriladigan izlanishlarga tayanadi. Rivojlantiruvchi ta'lim samaradorligi avvalom bor boshlang'ich sinf o'quvchilari o'quv faoliyatini faollashtirish orqali erishiladi. O'quvchi o'qituvchi tomonidan tushuntiriladigan yangi bilimlarni tayyor ko'rinishda passiv idrok qilmasligi, balki ularni kuchi yetadigan mustaqil ishda topishi haqida so'z boradi.

Kalit so'zlar: Rivojlantiruvchi ta'lim, boshlang'ich ta'lim, passiv idrok, idrok qilish, faoliyatli yoddashuv, o'qitish

Аннотация

Модернизация образовательного процесса в начальной школе базируется на исследованиях теории и практики развивающего обучения. Эффективность развивающего обучения достигается, прежде всего, за счет активизации учебной деятельности действующих младших школьников. Учащийся не должен пассивно воспринимать новые знания, объясняемые учителем в готовом виде, а должен находить и понимать их в самостоятельной работе, которую он умеет делать.





Ключевые слова: развивающее обучение, начальное образование, пассивное познание, познание, активная память, обучение.

Introduction

To date, “what purpose does the idea of creating the foundation of the third Renaissance represent the provisions?”the question also began to interest many. It is incredibly important to properly understand the essence of the content of such topical issues and their solutions that are inextricably linked with the large-scale processes taking place in our country. At the same time, it is an honorable and at the same time responsible task to bring our motherland –Uzbekistan among the most developed countries-to create more opportunities and a decent lifestyle for the development of our people of course. Restoration of a new democratic society building the foundation of the future without a doubt requires every one of us to be persistent and influential, to think newly, To Work newly.

The ancient Greek philosopher Socrates states that “a person who wants to change others must first change himself. And for this purpose, a clear goal, a tolerable will and constant search is necessary,”the phrase of wisdom should be the main criterion for all of us in this regard. In the root ground of reforms carried out in the education system of our country” hos ajmu shijoat to our great ancestors " is being put forward as the most important problem of upbringing socially active, barkomol young-generation. Speaking at the 75th session of the UN General Assembly on September 23, 2017, the president of the Republic of Uzbekistan toasted on the issue of youth: “more than half of the population of our country is young people. Tremendous work is being carried out in our republic on the worthy role of every young man and girl in society and the manifestation of its potential.” In Uzbekistan there are youth parliaments, Youth Affairs Agency. In August, under the auspices of the United Nations, the Samarkand international forum on the rights of young people was successfully held. I would like to take this opportunity to once again call on the world community to support the initiative of Uzbekistan in the adoption of the United Nations Convention on the rights of young people". Five important initiatives of the president of the Republic of Uzbekistan Shavkat Mirziyoyev, which he put forward on March 19, 2019, also play a very high role and importance in educating socially active students and young people. Because, the tasks put forward in this “five most important initiatives to increase the attention to young people, their wide involvement in culture, art, physical education and sports, the formation of skills in the use of Information Technology in young people, the promotion of reading among the youth of our country, the employment of women” occupy an important place for the





country's tomorrow, The peculiarity of the stage of development of modern higher pedagogical education is a purposeful, meaningful and technological change in the preparation of future teachers. The change in the apparatus for setting the goal means that the recipient is perceived as a subject of his / her own educational activity, which is conditioned by the exchange of the paradigm of teacher and student relations in the educational process, which has a subjective (personal) relationship from the subjective-object relationship; meaningful and technological re-developments should ensure the achievement of new goals. The problem of pedagogical vocational training is of particular importance in the country today, where the political and economic changes that are rapidly changing in the country, that is, the social and cultural role is allocated to the teacher.

The renewal of the educational process in the primary class is based on the research carried out in the theory and practice of developing education. The effectiveness of developing education is achieved by activating the educational activities of Primary School students who have previously. The reader should not passively perceive the new knowledge explained by the teacher in a ready form, but rather find and understand them in an independent work that has the power.

The activation of the educational activities of students is expressed mainly in the fact that in the place of the main ones in the work on the development of new knowledge, creative redevelopment of the scientific information received in their minds and the solution of the cognitive functions put before them are promoted. This should be encouraged by the provision of instructional material with the teacher, which exposes the possibility of obtaining ready-made conclusions by the schoolchildren and armed them with the material to obtain independent conclusions, indicating the most optimal ways of assimilating this material .

The study of the situation of the training of future primary school teachers in the university has shown that the existing shortcomings in the activities of young specialists testify to the fact that there are objective difficulties in the organization of educational activities of Primary School students by them. Stereotypes, conditioned by the traditional understanding of the role of teacher and pupil in the educational process included in the program of the University, remain their basis. Therefore, in its practical activities, specialists are faced with the need to resolve the conflict between the content of psychological and pedagogical training of students of pedagogical universities, the specific school practice requirements associated with Tash the ways of development of the organism and personality.

The main and most difficult task that the teacher faces in the implementation of developmental education is the organization of educational activities of students. Its





importance is determined only by the fact that within the framework of this activity development ideas can be realized. Personality-oriented teaching has come into primary school practice due to fundamental experimental research on the problem of interdependence of teaching and development. The term "developmental education" separated systems that reflect the direct orientation of the forms and techniques of teaching, its organization among the various didactic systems to the laws of psychological development of the schoolboy. It should be borne in mind that developing education is a specific lesson environment, specific teacher and student communication. The teacher is not only a predictor, but also a presenter, a controller and an appraiser of the Ready rules. Knowing it is the organizer of educational activities, discussion, community pursuit. Such points of view in the future teacher can be formulated only in the appropriate organization of the teaching process in pedagogical OTMs. This is a necessary condition, in which the student will be able to acquire the necessary skills for the organization of educational activities.

Having started a career in developing teaching programmes, the teacher should be able to master the content of the instructional material as well as the logic of enlightening it. In order for teaching to be a development in reality, the teacher must achieve the real assimilation of the system of concepts defined by the students. In this, the teacher should rely on the sum of the methods and forms of organizing the learning process that occur within the framework of traditional teaching according to his goals and objectives at a very small level. In developing education, the learning process can not be avoided at all instead of being held by the managing teacher. This is the role of the business partner – teacher who actively cooperates with students-the only possibility in the implementation of developing education.

The implementation of developmental training requires a special organization of the educational process, for this it is necessary to “have not only a good knowledge of the content of school programs, master modern teaching techniques, but also have psychological knowledge that allows for the purposeful formation of educational activities, taking into account the laws of rational development, the characteristics of young and individual students.”

The analysis of the activities of teachers who are now beginning their work shows that in the process of organizing the educational activities of schoolchildren in them is difficultchiliklar is observed, this again is connected with the fact that young teachers and many experienced teachers also do not know the structure and characteristics of the education that develops primary school students, the





The organization of educational activities the implementation of another important component is the establishment of an educational task that requires the students to experiment with the material to be mastered. Without such a modification, the educational function can not be carried out. The educational task from which full-fledged educational activities begin to be carried out requires that schoolchildren should analyze the conditions for the origin of this or that theoretical knowledge and master appropriate generalized methods of action. In the implementation of the educational function, the schoolboy thus opens his elementary or significant relationship in science.

The peculiarity of the organization of educational activities in the developing education is that the teacher skillfully puts before them the educational task, which is solved by the previously mentioned actions in a particular material, relying on the needs and willingness of Primary School students to acquire theoretical knowledge. Only in this case the teacher will be able to organize a developing education according to the requirements of the educational activity.

The future is illuminated by a general approach that characterizes the possibility and organization of training of teachers in the implementation of developmental education. The essence of this approach is as follows: the reason for the fact that the educational activity of the teacher in the team can form a full-fledged educational activity in the process of aralashtr mixing the form into an individualtirib, the communication and dialogue of the children in them should also occupy a new type of pedagogical activity in this way. Only by the fact that the teacher begins to solve the tasks of organizing the developing education, his own goals appear in him, he begins to act as a pedagogical subject and thereby realize the interaction with his pupils. It is for this reason that the developing education turns out to be so, not only for the pupils, but also for the teacher who carries it out, the reason is that the teacher first has the ability to pedagogical creativity, and then the inclination to it and, finally, the need for it to form.

“This means that the training of teachers to carry out the development education can be carried out within the framework of the real work of the developing educational system and in the process of practical solution of the corresponding pedagogical tasks together with people who know how to solve such tasks. In the initial form, this work expresses the cooperation of teachers and methodologists with the necessary qualifications who want to master the developing education system. Under such conditions, teachers and methodologists will be able to perform collaborative work at all stages of the educational process: in the design of lessons, in their transfer, analysis and evaluation.





Experience shows that in two or three years the teacher, as a rule, occupies a new type of pedagogical activity, the content and techniques of developing education, and then remains capable of doing it independently". These two types of thinking in human life complement each other by solving different tasks. For a long time, educators and psychologists believed that only empirical (or figurative, figurative) thinking was characteristic of small school students. Therefore, teaching in primary schools was aimed at forming empirical knowledge in primary school students. The concept of developmental education is aimed at the formation of theoretical thinking (analysis, planning, reflection) in schoolchildren. These mental qualities serve as the basis for shaping the student's ability to change and improve independently.

In the system of higher pedagogical education, the problem of improving the quality of training of future primary school teachers has been in the center of attention throughout the development of the higher pedagogical school. The solution to this problem is generally important because the crisis situation in our schools can be overcome by ignoring the role of primary school teachers, who first introduce the child to the educational process, laying the foundation for knowledge and skills, harmonious upbringing and development. I maydi. Knowledge of the history of pedagogical heritage is important for the development of the content, forms and methods of teaching future primary school teachers. lib advanced educators of the past, and first and foremost the founder of the science of pedagogy, Ya.A. Comenius is. His works "The Great Didactics" and "The New Method of Writing" discuss the problems of preparing teachers for lessons, the purpose, principles and methods of organization of the educational process. Ya.A. According to Comenius, the teacher should first of all focus and motivate students to solve lesson tasks, organize work on the book, listen to students' answers, make corrections and give instructions, improve knowledge and skills. 'should control the adjustment.

These recommendations reflected the key stages of teacher and student performance in the developmental learning process.

The analysis of the directions of modern vocational and pedagogical training of future primary school teachers thus allows to confirm that a sufficient number of different aspect studies are devoted to the problems of training primary school teachers. However, the problem of preparing the future primary class specialist for the implementation of developmental education continues to remain relevant. It should be noted that in science, in our opinion, the issues related to the formation and management of educational activities of primary schoolchildren in the developing educational system have not been sufficiently developed, the limit of the knowledge of future teachers on the management of the education of schoolchildren has not been





established, the optimal technology of preparing future teachers for the Creative fodalanzation from the Basic Rules of didactics of the Higher School plays an important role in the process of preparing future primary school teachers for the implementation of developing education.

The theory of developing education, in its essence, is considered to be a combination of kognivistic and activistic conceptions.

Applying an active approach to the problem of developing the personality of the educator will allow the leader to determine the ways of conducting research based on the search for the relationship of the types of activities with the formation of their level in accordance with the development of the human psyche. Development refers to the types of activities that have historically occurred by the individ and the re-creation of abilities in accordance with them, which are used in the process of their mastering. The characteristics of the education that develops in the conditions of high school make it look good in comparison with the traditional one. If two main didactic indicators - the purpose of teaching and the essence of the didactic system-are compared, it shows that there is a big difference in the annualistic and developmental teaching of the future teacher. For example, traditional teaching is the formation of professional knowledge, qualifications and skills, the selection of acquired knowledge and the application of it in a situation that has changed for a while. And the purpose of developing education is to develop theoretical thinking, creative pedagogical abilities, interest in cognition, development of personality activity, in-depth study of the material, application of knowledge acquired by students in new, non-standard conditions. Explanation-the essence of reproductive training – transfer of knowledge: to inform about information, to strengthen it and to verify its appropriation. The essence of developing education is the transfer of methods of acquired knowledge: involving students in methods of scientific perception, introducing them into independent activities.

The differentiation of the goals and essence of the types of training under consideration is conditioned by a number of other indicators that also do not coincide in depth with each other. For example, if in the process of vocational training it is almost always possible to apply to the traditional system, it is necessary to fulfill a number of conditions to include students in the activities of the independent izlash:

- The presence of mandatory basic knowledge in the recipient of the tax return to solve the new problem;
- The Presence of some kind of experience in independent creative activity;
- Acceptable learning environment. Apparently, in developing education, the characteristics of teacher and student activity in pedagogical OTM change.





The activities of the teacher are aimed at introducing the student into the problem, organizing the activities of the independent izlash and managing it. Student cognition activities have an active, independent feature. One of the main components is an independent research on the study of the problem (research), which is new to the tax collector. Success in this activity depends on many factors – the student's knowledge, his resourcefulness, interest in science, confidence in his own strength, etc.

Therefore, to put a goal on the basis of the content of Education, recommends the technology of setting a goal, on the basis of the student's learning activity on the basis of internal process, on the basis of emotional influences on the ability of students on the basis of pedagogical activity. Depending on whether the goal is achieved differently, it is coordinated, a specific technological path is used to achieve the goal in full, new flow goals are put in place. Developing education is a process that enables the student to move from one quality grade point of view to another in the medium of education, taking into account the possibility of each student teaching process. the development of the theory and practice of education and training focuses on the creative development of the spiritual qualities of students' knowledge and physical abilities, in which the content, methods and forms of education are directed to the student in every way, development.

Every state that thinks about its future must have purposefully taken direction so that it can realize and manifest all the influences on the individual in the life of the society, the development of Man, its own.

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