

CONTENT OF IMPROVING PROFESSIONAL METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS ON THE BASIS OF INDEPENDENT EDUCATION

Nurmatova Shaxnozaxon

Tashkent State Pedagogical University, Uzbekistan

ABSTRACT: - This article focuses on a critical and creative approach to activity in the content of improving the professional methodological training of future primary school teachers on the basis of Independent Education.

KEY WORDS: - Methodological competence, personal competence, design, constructive, communicativeness.

INTRODUCTION

Working on oneself, self-development plays an important role in the fact that a primary school teacher has professional-pedagogical competence. Self-development tasks are determined by self-analysis and self-assessment.

Work on oneself: improving professional BKM; a critical and creative approach to activity; achieving professional and creative cooperation; developing the ability to work; overcoming negative habits are reflected in the likes.

Methodological competence is seen in the ability to competently organize the pedagogical process, correctly define forms of educational or educational activity, be able to choose methods and tools for their intended purpose, effectively apply methods, successfully use tools.

Personal competence-consistently has aspects such as achieving professional growth, increasing the level of qualifications, manifesting their own internal capabilities in professional activities. Personal competence-consistently has aspects such as achieving professional growth, increasing the level of qualifications, manifesting their own internal capabilities in professional activities.

The Gnostic component of the professional methodological training of future primary school teachers reflects the level of its general training. By the Gnostic component of professional methodological training, we understand the system of knowledge and qualifications that form the basis of the future professional formation of the student. This component allows you to assess the quality of cognitive activity. These include: development and verification of hypotheses (hypotheses), sensitivity to conflict, qualification for critical evaluation of results.

The system of knowledge of the future teacher includes a worldview, a universal level and a level of professional and methodological knowledge. Gnostic qualifications include skills to acquire knowledge, to complete them through independent education and systematization. If Gnostic abilities form the basis of the teaching activity, the teacher's constructive and the ability to design serve as decisive abilities in achieving pedagogical skill.

The design component provides a strategic direction of pedagogical activity and is manifested in the skill of relying on the ultimate (final) goal, solving urgent tasks taking into account the future specialization of students, taking into account its place in the curriculum when planning courses and establishing the necessary interaction with other disciplines

The design qualifications of the future elementary school teacher reflect the requirements for the educator in the field of setting tasks and planning the educational content, the activities of the learners, their activities. Includes the qualification for issuing a detailed promising plan of the material under study, the qualification for topics and lesson planning, the qualification for establishing interdisciplinary ties in the material under study. This and other design qualifications of the student are reflected in the functionality criteria of professional-methodological training. This component includes the qualification of students to determine the subject of study, the qualification of psychological and pedagogical analysis of the primary education course, the qualification of distinguishing the most important, basic concepts of the primary education course, the qualification of determining the most rational types of student activities. The design component of professional and methodological training provides for the qualification of selective composition of the system of tasks and exercises for primary education, selection, demonstration and sorting of independent and creative work.

The constructive component reflects the requirements of the educator in the field of compositional construction of the content of educational material:

1. Qualification for the selection of the rational structure of the lesson in the context of the topic under study.
2. Clear planning of the lesson material with the sorting of the necessary material, distinguishing the main and important things in it, distributing the material under study from simple to complex, determining the place and character of the demonstration experiment, the qualification of organizing tasks and exercises in the order of increasing their complexity.
3. Planning the work of students in the lesson with the choice of the most rational types of educational work, determining the essence of the educational activities of different groups of learners, anticipating (being able to predict) the difficulties that may arise, and the qualification of learners in the lesson to increase the level of independence.
4. The skills of planning one's own work, rational distribution of time include planning the transition from stage to stage, determining the nature of managing the work of learners on the acquisition of new material, being able to see (predict) ahead of possible changes during the lesson.

The organizational component reflects the requirements for the means, forms and methods of implementation of educational goals, provides for the organization of educational information in the process of delivery.

1. Presentation of educational information in accordance with the conditions for the implementation of the educational process and the formation of skills for independent work with textbooks, reference books in learners.
2. The ability to take advantage of the variety of teaching methods.
3. The qualification of using various forms of involvement of students in educational activities and teaching them to organize their activities on their own.
4. Qualification of students to organize their activities in the community.
5. Qualification of organizing its activities, optimally distributing time.

The communicative component creates a favorable psychological and pedagogical environment (conditions), arming with methods of achieving the goal and creating conditions of a "state of success", which make it possible to more easily and quickly implement the goals of training. This component represents the qualification of establishing and developing pedagogically purposeful interaction between the subjects of the educational process using channels of indirect influence on learners.

Any social system in which there is a certain structure and external management will be able to follow, and such a system will be able to solve standard tasks in the simplest form. In addition, the rigor of managing such a system can provide a high level of efficiency.

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