
CONFERENCE ARTICLE

IMPROVING THE EFFECTIVENESS OF EDUCATION IN PRIMARY GRADES

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ABSTRACT

This article discusses the teaching profession, the self-development of prospective teachers, the decisive role of the primary school teacher's personality in pupils' intellectual, moral, and social development, and the pedagogical conditions for shaping prospective teachers' need for self-development. Self-development is viewed as an individual's conscious and goal-oriented activity. Within pedagogy and psychology, this process is grounded in internal needs, and the article explains the importance of realizing self-development in professional, methodological, and personal dimensions.

KEYWORDS

Teacher, learner, self-development, education, knowledge, internal need, thinking, ability, mastery, qualification, skill, competence.

INTRODUCTION

Self-development represents the highest level of human needs and is associated with self-actualization. According to scholars, when a person strives to realize their full potential, they achieve not only professional growth but also personal maturity. This idea scientifically substantiates that a teacher must engage in continuous self-improvement. An individual becomes a fully developed person only when they aspire to reveal their inner capacities to the fullest. When applied to educators working in the teaching-learning process, this perspective shows that a teacher's professional growth is determined not only by external incentives but also by internal needs. This approach implies that, in professional activity, a teacher should not be limited to acquiring knowledge and skills; rather, they should also strive to develop pedagogical abilities, creative potential, and creative thinking.

A teacher who is oriented toward self-actualization continuously improves professional practice, masters innovative pedagogical technologies, and approaches instruction creatively. For such a teacher, professional development is not an external obligation but a personal need. As a result, the teacher attains high effectiveness in teaching, professional maturity, and an advanced level of pedagogical mastery.

A learner-centered educational environment creates favorable conditions for a teacher's professional development. In such an environment, the educator's individual needs, interests, and professional goals are taken into account. Establishing a learner-centered environment within an educational institution enhances teachers' professional activity, strengthens their need for self-development, and provides a foundation for achieving professional maturity.

In pedagogical science, self-development is closely linked to a teacher's professional growth and pedagogical mastery. V.A. Slavenin [1] emphasizes that reflection and self-development occupy an important place in the professional formation of a teacher's personality, noting that analyzing one's own activity increases professional maturity. In his view, a teacher becomes

a genuine specialist only when development is driven not merely by external educational influences but also by internal needs and motives.

In the cultural-historical theory of development, L.S. Vygotsky [2] interprets personal development as being inseparably connected with activity and the social environment. According to the scholar, development occurs only when knowledge and skills are actively internalized by the individual. This highlights the need to develop independent learning, self-directed work, and reflective activity in prospective teachers.

From a psychological standpoint, self-development is determined by a person's motivation, volitional qualities, and reflective abilities. Analyzing one's actions, identifying shortcomings, and striving to eliminate them ensures the professional maturity of a prospective primary school teacher. In particular, reflection enables a teacher to reconsider pedagogical practice and continuously improve it.

Primary education is the most important stage of the continuous education system, as it is during this period that pupils' attitudes toward learning, intellectual development, moral views, and personal qualities are formed. In this process, the primary school teacher appears as the leading subject, because the teacher is the main person who organizes, guides, and manages education and upbringing.

In pedagogy, the teacher's personality is recognized as a key factor determining educational effectiveness. According to Vygotsky's [2] cultural-historical theory, a child's intellectual and personal development occurs through cooperation with adults, including the teacher. Especially in primary school age, the teacher plays a crucial role in expanding the learner's "zone of proximal development." The teacher's support and guiding activity create the basis for pupils to acquire new knowledge. Vygotsky also notes that learners master knowledge and skills through activity; thus, personal development is inseparably linked with activity and the social environment.

N.V. Kuzmina [3] interprets a teacher's professional mastery as

the unity of knowledge, pedagogical abilities, and personal qualities.

In primary education, the educational (upbringing) significance of the teacher's personality is particularly high. At this age, pupils gain social experience by imitating the teacher's behavior, attitudes, and speech. A teacher's fairness, kindness, high expectations, and responsibility contribute to the formation of positive moral qualities in pupils. As the pedagogical scholar V.A. Slastenin [4] notes, a teacher's personal example is the most effective means of educational influence. In Slastenin's view, the teacher's personal example is the most effective tool for positively influencing learners. It strengthens educational impact through the teacher's knowledge, qualities, and professional conduct. The teacher's personal qualities, values, and behavior directly affect pupils. The effectiveness of upbringing often depends on how the teacher behaves and what example they demonstrate. Through personal example, it becomes effective to teach not only knowledge but also moral and social values.

Psychologically, the need for self-development is directly related to a student's personal motivation and professional aspirations. As Maslow emphasized, individuals who aspire to become teachers perceive improving professional competence and achieving success in pedagogical activity as a personal need. Likewise, as Vygotsky [5] notes in his theory of social development, the drive for self-development is strengthened through interaction with the social and professional environment. When a student encounters pedagogical conditions during teaching practice that reinforce the need for self-development, this need transforms into stable motivation.

The pedagogical conditions for forming prospective teachers' need for self-development include:

1. Encouraging independent learning and research activities.
2. Developing pedagogical reflection and self-assessment.
3. Creating an innovative pedagogical environment.
4. Promoting professional leadership and the mentor-apprentice (ustoz-shogird) system.

The primary school teacher also plays a vital role in forming pupils' positive motivation toward learning. Organizing lessons in an engaging, clear, and life-related manner increases learners' interest in acquiring knowledge. The teacher's encouraging attitude, support, and constructive assessment strengthen pupils' self-confidence and their aspiration for independent activity.

Conclusion

In conclusion, shaping prospective primary school teachers' need for self-development is a fundamental condition for their professional and personal growth, pedagogical mastery, and improvement of educational quality. This need should be consciously stimulated within higher education and reinforced through reflection and independent learning. In this way, prospective teachers become prepared for professional activity and develop into specialists capable of fully meeting modern pedagogical requirements.

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