

## ANALYSIS OF THE CURRENT STATE OF IMPROVING THE EFFICIENCY OF THE FUTURE PRIMARY CLASS TEACHER

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**Annotation:** *In this article, recommendations are given on the current state of improving the effectiveness of the pedagogical activity of the future primary school teacher, the reforms being carried out in this field, and the campaigns that should be carried out. Regarding the topic, relevant legal documents and literature and articles related to the topic were analyzed.*

**Key words:** *future primary school teacher, professional pedagogical training, innovative professional activity, practice, motivation, intellect, education, upbringing, pedagogue, concept of profession*

As our republic aims to build a democratic society as an independent state, to become one of the most developed countries in the world, it also sets specific tasks for the system of retraining and improving the qualifications of public education workers. These tasks are determined by the development of professional and methodical training of teachers working in general secondary educational institutions. Professional-methodical training of teachers is reflected in the main areas of professional activity, such as their knowledge of professional activity, organization of the educational process, and self-development.

This, in turn, requires the teacher to have a perfect knowledge of the teaching of his subject and to apply it, to acquire the basic competencies necessary for designing, organizing and evaluating the educational process, as well as teaching and educational process requires intensive organization based on innovative scientific achievements in the field of education, modern pedagogical and information and communication technologies, continuous and systematic self-development.

Decree No. PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan" and ensuring the implementation of this Decree Resolution PQ-4884, adopted on November 6, 2020, "On additional measures to further improve the education and training system" In order to further increase the respect for teachers and pedagogic employees, scientific and creative intellectuals, develop the professional skills of teachers, expand the participation of the private sector in the system, in the new development period of Uzbekistan, the fields of education and science the main directions of development were determined. Knowledge-based economy requires new models of education and professional training. In this case, it is appropriate to improve the system of continuous training based on the principle of "learning throughout life", which has the possibility of social and economic compatibility, unlike periodic training.

Despite the many aspects of theoretical coverage of improvement of methodical training and continuous professional development of primary school teachers in the training system of

primary school teachers, new directions of society, science and education strengthen the need for improvement of innovative methodical training of teachers and continuous professional development.

Based on this, as a result of the scientific analysis of the problem of improving the methodical training and continuous professional development of primary school teachers, it was determined that the following contradictions exist:

- between the orientation of modern education to innovative processes and the theoretical and methodological preparation of elementary school teachers for the implementation of innovative educational processes;
- between the need for continuous professional development of primary school teachers and the insufficient development of scientific and methodological approaches to this process;
- between the traditional knowledge-based approach to teaching and modern innovative trends in education that require competency-based, active and person-oriented approaches in continuous professional development, improvement of methodological training of primary school teachers;
- between the need to improve the quality of innovative methodical training of teachers and the lack of resource support for developing technologies and mechanisms for continuous professional development of primary school teachers. [2]

In order to improve the higher education system and ensure the improvement of the quality of education, in addition to material factors, the level and potential of students' methodological preparation is also important.

In order to determine appropriate approaches to improving students' methodical preparation in higher education organizations, we analyze several programs for providing education to students, and on the basis of these, we pay special attention to the methodical activities carried out until now.

The educational reforms carried out in our country, in contrast to the traditional types of education, develop effective forms and methods of organizing the educational process in the primary education system, which serve to ensure that young people are formed and develop as well-rounded individuals. output allows to create scientific views, pedagogical theories and didactic materials leading to the optimization of the pedagogical and psychological foundations of education for children of primary school age.

In the higher education concept of the Republic of Uzbekistan, the tasks of a specialist are defined as follows: "Regardless of the field of activity, the specialist should have the ability to work in creative teams, have training in the fields of management and marketing, the economic, introduction of new technologies, should be able to clearly imagine social and cultural aspects". These thoughts are directly related to teachers. Because the fundamental changes taking place in our society and our penetration into market relations require the teacher to be aware not only of professional knowledge, but also of economic, legal, and technical knowledge. It is also necessary to pay special attention to the primary school teacher.

The effectiveness of education provided in primary classes is based on the ideas recognized in the concept of primary education, textbooks, training manuals, methodical recommendations, methods and mechanisms of organizing the educational process, depends

on the innovative ideas and means of teaching, of course. But in this pedagogical process, it is necessary to note that the role of the elementary school teacher who has high pedagogical skills and professional knowledge, who can create problem situations during the lesson and offer solutions to them, is of particular importance.

If the teacher of the upper class focuses more on the systematic teaching of the fundamental principles and general laws of natural and social-humanities, their place and importance in human society, on the differential aspects of imparting knowledge, the teacher of the primary class is pedagogic. -armed with a set of psychological knowledge, methods, factors and tools to improve educational efficiency, having a perfect knowledge of the scientific and theoretical foundations of mathematics, mother tongue, nature, human and society education fields based on the age (physiological and psychological) characteristics of the child directs to teaching its general aspects, i.e. integrative education. [8]

In addition, the primary school teacher should be able to direct the child to the educational activity, to feel responsibility, to make the right decisions in some problematic situations, to plan time, to teach the students he is also an educator responsible for the formation of the qualities of being attentive to his wishes, as well as looking forward to a promising future by appreciating goodness.

Another important quality of a primary school teacher is the organization of educational activities based on the integral aspects of primary and general education subjects and the principles of interrelationship of primary education subjects.[7]

Currently, there are many problems in the activities of primary school teachers of city and district schools, including shortcomings in the process of using non-traditional educational methods in teaching special subjects of primary education; inaccuracies in assessing students' knowledge; not being able to feel the psychological states of students and, as a result, not being able to motivate them in relation to the educational process; not being able to ensure interdisciplinarity during the educational process; Cases of non-observance of didactic principles due to not fully understanding the essence of didactic principles are evident. Without finding a positive solution to these issues, it is impossible to talk about the quality and effectiveness of education in primary classes.

Work with primary school teachers, analysis of their lessons, improvement of their qualifications and skills, perfect mastering of innovative pedagogical technologies has not been done in schools. The selection and recruitment of primary school teachers has been neglected by the media. There are no pedagogical councils that discuss the pedagogical activities of primary school teachers, and the existing ones approach this activity from the point of view of formalism. Our analysis showed that the majority of primary school teachers of primary schools have insufficient knowledge of certain subjects, lack of knowledge of educational documents, lack of purposeful training aimed at improving their professional knowledge and skills. and it is necessary to admit that planned activities have not been launched. Also, the psychological and physiological characteristics of elementary school students, as well as the correlations between the organization and management of the educational process and its evaluation, as well as methodological aspects of education It became clear that the skills and qualifications are insufficient, and the constant connection between the pedagogical reality and the pedagogical

process is not taken into account. Therefore, as noted by the great Western pedagogue A. Distverg: "A good teacher never abandons his educational principles. The teacher should work independently. A bad teacher will tell the truth. A good teacher teaches students to find the truth".[2]

Based on experience and analysis, we think it is appropriate to implement the following proposals aimed at optimizing the training of primary school teachers and their requirements:

- Determining the composition of higher education institutions that prepare primary school teachers based on scientific and scientific-pedagogical potential and revising the admission quotas allocated to them from the point of view of real demand and need.
- Determining the amount of subjects to be taught in the training of future primary school teachers, taking into account the psychological and physiological conditions of young students, based on today's requirements.
- Consideration of the issues of training and retraining of primary school teachers directly in schools by the employees of teacher training and retraining institutes in the regions.
- In order to prepare teachers with universal knowledge, taking into account the age-related curiosity characteristics of primary school students, "Modern concept of natural sciences", "Unique view of the structure of the universe", "Psychology of youth" were added to the curriculum. Introduction of special courses such as "pedagogical psychology".
- Development of lesson projects aimed at application in the educational process based on the developed theoretical ideas of teaching based on the principle of interdisciplinarity in the teaching of pedagogy in higher education institutions. [6]

Marta Ruiz-Corbella, Copley A., Benjamin Crowell, John Dirk Walecka, D. Schaeffer researched the scientific issues of improving the pedagogical activity of teachers in foreign countries. G.V.Abramyan, K.Angelovski, R.S.Arefyev, O.R.Badaguyeva, V.V.Davidov, M.V.Seliverstova, V.D.Shadrikov conducted scientific research on the development of teachers' methodological training in the CIS countries. [8]

Pedagogical observation (short-term), pedagogical monitoring, primary school teachers working in general secondary education institutions and trainees of the training course of primary education teachers to achieve the above goal and perform the relevant tasks interview methods were used.

The main criterion determining the need to improve the methodical training and professional development of primary school teachers is the goal set before a person, to achieve it, setting tasks, planning activities in advance, and choosing implementation guidelines. and coordination of design, goal and outcome is necessary. [2]

Therefore, each teacher is based to a certain extent on his worldview, thinking, imagination and existing knowledge, personal and professional needs for his professional development. The need for self-professional development of teachers should arise from the needs of the state and society. If the need for improvement of methodical training and self-professional development is sufficiently formed, teachers will be interested in learning the innovations and scientific and technical achievements related to their profession, which in turn will lead to independent education of teachers. it serves to form the skills of independent learning, self-development, thereby improving the methodical training of teachers. At the same

time, it forms the skills of teachers to achieve certain positive results in their work, gain prestige in the teaching team, self-management and development.

Also, one of the important tools in the process of improving teachers' methodological training is the need for success. itself is a professional development need.

From the point of view of acmeological approach, self-awareness, self-improvement, enrichment of internal resources and the ability to consciously overcome difficulties (external and internal) stand out as development models and characteristics of a teacher's personality. Thus, the leading and decisive factor of personal development is the creative initiative and independence of the individual, in which the main role is the teacher's motivation for personal and professional development.

Self-awareness is important in personal development, personal and professional development. For self-professional development of teachers, the existence of an acmeological position characteristic of a teacher (his personal activity), flexibility (the ability to use the conditions of the surrounding reality for personal development), the desire to realize his potential in society, o Self-awareness and willingness to further improve one's professional activities through self-management is one of the important factors.[5]

Conclusions. It is determined by the needs of society, the development of science and practice, the ever-increasing demands for the development of the human personality, the ability to quickly and adequately respond to changing social processes and situations, the readiness to restructure one's activities and the readiness to skillfully solve new, more complex problems. The meaning of self-development is manifested in the satisfaction of educational activity, in the increasing need of the teacher, in self-awareness through continuous education. The essence of self-development is mastering the technique and culture of mental work, solving problems, working independently, including professional skills.

As a result of the results and analyzes of the studied scientific research and our observations, we came to the conclusion that it is necessary to take into account the development of the following components of professional development of teachers in the process of professional development:

- development of management, technological methods and techniques in pedagogical activity;
- design, organization and implementation of each specific type of pedagogical activity;
- design and implementation of pedagogical technologies logically completed in the teaching process;
- taking into account the educational needs and level of knowledge of students when promoting pedagogical issues;
- evaluating and taking into account the results of students' activities;
- development of the student's motivation;
- formation of mutual relations with the student during the educational process;
- to be able to see the educational needs of students and the demands of society;
- defining the perspective of formation of professional competence and its implementation;
- creating a methodical system for the student to learn effectively and achieve results;



- creation and implementation of a methodical system of students' preparation for international assessment studies.

Suggestions. Based on the above, the following are proposed to reform the process of professional development of teachers in the professional development system:

- developing the programs of targeted and problem-based courses based on the development goals of the schools in which teachers are working, based on their needs for professional development;

- taking into account the individual typological characteristics of children, to arouse their motivation for acquiring knowledge, to organize educational activities and to develop their level of knowledge;

- conducting psychological training to ensure that teachers organize the teaching process in accordance with the requirements of the new generation standard;

- organization of practical training sessions designed to develop assignments based on research requirements for teachers in preparation for international studies.

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