

STRUCTURAL AND SUBSTANTIVE FEATURES OF IMPROVING THE METHODOLOGICAL PREPARATION OF FUTURE ELEMENTARY SCHOOL TEACHERS FOR THE INTELLECTUAL DEVELOPMENT OF STUDENTS

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Annotation: *In this article, the essence of the topic of improving the methodological preparation of future elementary school teachers for the intellectual development of students and the content of the concept of methodological preparation, the necessary factors and pedagogical prerequisites for the teacher to become methodologically skilled. necessary resources about the conditions are studied theoretically.*

Key words: *higher education, methodology, intellectual, potential, development, independent thought*

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 future elementary school teacher should develop the intellectual thinking potential, mental development, self-awareness potential of elementary school students, teach them to feel the beauty of material existence, understand the thoughts of others, and achieve the ability to express their personal thoughts verbally and in writing. "Based on the content of the state policy for the development of education and science and its relevance, it can be explained as follows: firstly, it is the new education system, changes and new approaches in training the next generation of personnel, the emergence of modern professions and its connection with the conditions of our country; secondly, as a result of socio-economic development, the concept of education has become a separate independent field of human activity from a certain period, and it transfers the social experience of society to the next stage; thirdly, education is a set of actions aimed at forming the intellectual and spiritual aspects of a person, ensuring his active and successful participation in the production of society and social, political, cultural, educational life, and means enlightenment and imparting knowledge; fourthly, it is one of the social institutions of the scientific society, and it is a form of social consciousness that reflects the life of nature and society. It combines great scientific potential and creative energy, serves to educate a spiritually mature person and create a powerful scientific potential in the country" [3].

PQ-4387 of the Cabinet of Ministers of the Republic of Uzbekistan of July 9, 2019 "On state support for the further development of mathematics education and sciences, as well as measures to fundamentally improve the activities of the Institute of Mathematics of

the Academy of Sciences of the Republic of Uzbekistan named after V.I. Romanovsky"[2], Decree No. PF-4708 of May 7, 2020 "On measures to improve the quality of education in the field of mathematics and development of scientific research" [4], April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" PF-5712- Decree No. [1] and other regulatory legal documents related to the topic of the dissertation are the theoretical foundations of this dissertation work.

It is necessary to start reforming the education sector, first of all, from primary education. After all, it is necessary to have the most mature and experienced coaches in primary classes, where a child's outlook, taste, and potential are formed. Due to this necessity, it is planned to fundamentally reform school education, the system of secondary special education, as well as higher education.

In addition to material factors in improving the quality and efficiency of education, the issue of improving the methodical preparation of future elementary teachers for the intellectual development of students is of urgent importance. Because, improving the methodical preparation of the future elementary school teachers for the intellectual development of students requires the preparation of future generation personnel in accordance with the requirements of today's era.

At the same time, if we pay attention to the research conducted by scientists, B.S.Abdullaeva, A.Sadikova, M.Toshpulatova, Yu.Jabborova, N.Mukhitdinova, Z.T.Nishonova, G.Mamatova, N.V.Kuzmina, M.I.Lukyanova, A.K.Markova, N.V.Matyash, Ye.M.Pavlyutenkov and others were mentioned separately. B.S.Abdullaeva in her scientific work analyzed the work related to the development of methodical training of primary school teachers, the development of educational tools, and the development of mathematical thinking [5].

It is important to approach the improvement of methodical training of future elementary school teachers based on the requirements of the time. In order to increase the methodical preparation of teachers, to form in them the necessary pedagogical knowledge (teacher's work, characteristics of his pedagogical activity, communication, psychology of personality, psychological development of students, their age characteristics), skills (behavior performed at a sufficiently high level). must

The analysis of scientific literature showed that in modern psycho-pedagogical science, two independent directions of research are distinguished: the psychology of the teacher of intellectually developed schoolchildren and the preparation of the teacher to work with intellectually developed students.

Didactic situations in the educational process (determining the behavior of the teacher, expressing the level of his self-esteem, didactic interests, the teacher's motivation, the stable system of his relations with the student, colleagues, himself directly related to the understanding of the meaning of his work), such skills as teachers' in-depth knowledge of their subjects must be formed. Each pedagogue should develop the motivational sphere, i.e.,

be able to set goals, be able to correctly divide interests, and turn a set of psychological qualities that cover personal motives into a skill.

A.K. Markova recognizes the methodical training of primary school teachers as "a mental state that allows independent and responsible work, the ability and skill of a person to perform certain labor tasks, consisting of the results of human labor" [9]. The teaching profession is a profession that requires a creative approach, and the teacher has great opportunities to develop the intellect of the student. Intellectually thinking teachers should develop the intellect of schoolchildren. However, equipping the future elementary school teacher with methodical knowledge that ensures effective work on the development of creative personality in students is considered a very important and promising part of the professional and pedagogical training of teachers.

G.L. Lukankin supports the idea that methodical training of a future primary school teacher should be practically oriented. In this regard, the scientist notes that in solving the issue of primary school teacher training, it is not necessary to increase the number of subjects studied by students, but to individualize the effective organization of education and independent work of the future teacher, that is, it is necessary to strengthen the individual approach from mass, general education [8].

In her doctoral thesis, D.I. Yunusova described the content of the innovative activity of a mathematics teacher, which provides an opportunity to adapt to the educational process of the future teacher of mathematics, the coherence of the content of continuous mathematical preparation with the mathematics taught in the higher educational institution of pedagogy, the innovative environment of teaching specialized subjects, a special integrative course, on the basis of pedagogical practice, the motivation of students for innovative pedagogical activity, theoretical and practical preparation for this activity was discussed in detail [11].

Sh. In his scientific works, S. Sharipov emphasizes that it is important to prepare future primary school teachers for professional activities in a creative information environment, and methodologically trained teachers will be innovative and flexible to new directions of educational policy. In his scientific work, the scientist put forward the idea that the student should be taught not how to teach, but how to study [12].

In her research work, N.L. Stefanova explained the content of methodical training of students - future teachers of mathematics. In the author's opinion, it should include not only knowledge of academic subjects, but also various types of activities in which this knowledge is used. Also, the methodical system of vocational training is considered by N.L. Stefanova as a specially organized education aimed at mastering the theoretical foundations, real knowledge and methods of the implementation of the mathematics teaching process. The scientist commented on the state of methodical training for the profession, both on the final results and on the existing problems in its formation [10].

The changes in the requirements for the methodological training of future primary school teachers can be determined by two main educational paradigms: in particular, humanism manifested in the person-oriented approach and socialization of education.

According to M.E. Jumaev, "mathematical-methodical preparation of future elementary school teachers - methodology and history of scientific research in mathematics,

as a component of humanistic-oriented primary mathematics education meant the formation of inquisitive mathematical activity in students" [7].

B.S.Abdullaeva's scientific works contain the following comments: "The professional potential and level of education of a primary school teacher, knowledge of child psychology, modern primary education methods are important in improving the quality of primary education. It is desirable to form the necessary skills of elementary school students, to bring the quality of primary education to a new level, and to introduce modern teaching methods into practice" [5].

Today, there is increasing interest in the integration of innovative information technologies into the educational process. The use of modern information technologies in the educational process gives students the opportunity to search for and independently study the knowledge they are learning, draw conclusions and analyze it. In such a pedagogical process, the teacher should pay attention to the educational and educational importance of technologies for the education of students as well-rounded individuals.

These considerations will certainly be effective in training future primary school teachers to improve their methodical training and train students with a modern approach. It is important to pay special attention to interdisciplinary integration in improving the methodological training of future primary school teachers.

In particular, Sh.S. Abduraimov gives the following points in his scientific research: "Though concepts such as integration, interdisciplinarity, interrelationship, coherence are widely used in pedagogy, many teachers understand them as almost the same concept. However, these concepts differ from each other in terms of meaning. Recently, new views on the interpretation of intersubjective communication and integration relations are emerging. The share of subjects included in the block of general and specialized subjects is particularly important in the implementation of the training of pedagogic personnel and the integration of subjects. Future teachers acquire the theoretical knowledge of the integration of subjects, the skills of making interdisciplinary connections in the process of studying these subjects. In the teaching of psychology and pedagogy in the block of general professional sciences, it is necessary to pay attention to the formation of professional quality and components of professional training in future primary school teachers, to provide a basis for scientific and methodological training by achieving a high level of psychological-pedagogical training. Orientation of subjects to the profession, implementation of integration of subjects and harmonizing scientific preparation of students with scientific methodical preparation, integration with mathematics and general professional subjects, formation of specific knowledge, skills and qualifications in students and related ideological-political, spiritual- The foundation is prepared for obtaining the level of ethical, scientific-theoretical, psychological-pedagogical training"[6]

In applying the ideas and opinions put forward by these authors, it is necessary to form the intellectual abilities of future elementary school teachers in acquiring modern knowledge, using information technologies wisely, improving their pedagogical skills, and evaluating students' knowledge using international experiences.

In improving the methodological preparation of future elementary school teachers for the intellectual development of students, first of all, taking into account that the intellectual development of students is more closely related to mathematics, the development of future teachers' mathematical thinking also serves as an important factor.

Therefore, in the process of working on the methodical training of the future elementary school teachers, it is necessary to pay special attention to the formation of skills and abilities to apply the learned knowledge in the practical process, not only to give scientific knowledge to students. In particular, it is important to inculcate elementary education subjects through practical teaching, regular and consistent teaching, teaching on the basis of examples and special exercises, prevention of various errors and their correction, etc. Taking into account the age and psychological characteristics of students, it helps to master all the subjects of the curriculum, to think independently, to freely express one's opinion, to listen to the opinion of others, to reason, to be able to distinguish the most important from them, to put forward one's opinion, to prove it, to generalize and teaching to conclude, arousing the teacher's interest in using the language material, creating the need to use it in practice is being studied as a current requirement.

The tasks of future primary school teachers in the process of teaching subjects are as follows:

- Science should encourage the student to think;
- it is important to be able to learn to understand the thoughts of others;
- to be able to express one's opinion fluently orally and in writing;
- it is necessary to be competent in terms of educational philosophy and history, and to

be able to comment on the concepts of knowledge, skills, and qualifications strengthened within the scope of science. The formation of these tasks by primary school teachers will directly affect the development of educated and intellectually developed students in the future. Elementary school teachers need to know the psychology of each student, because the main object is the student. When the teacher enters the class, how to talk with the student, what method to use, how to teach, and how to give the education, the student should be able to receive the answers to several questions. Future teachers should also know the psychology of children. Because primary school students are more playful, in this situation When choosing a teaching method, primary school teachers should choose different games, the game should provide some kind of education, so they should organize the lesson using educational games and make the students interested in the lesson. In the process of preparing high school students to enter the society, in this process, when students are taught in groups, students develop interest in each other. When choosing a teaching method in the upper class, it is necessary to use methods aimed at teaching students to think independently. It is very important and important to choose the teaching methodology, the use of modern information tools (computer, vice-rector...) does not always ensure the passing of the lesson at an excellent level. But it does not mean that the lesson will not be effective without these tools, if the elementary school teacher chooses the teaching method correctly, he can conduct an effective lesson even with one mel. A primary school teacher should be able to organize a lesson using the resources available to him.

The main goal of our ongoing scientific research is to improve the methodical preparation of future elementary school teachers in Uzbekistan for the intellectual development of students, to determine their didactic capabilities and methods, and to apply them to the pedagogical process.

Currently, improving the methodological training of future primary school teachers is closely related to the use of modern pedagogical and information and communication technologies in the educational process, as well as international assessment programs. This is especially evident in the use of new forms and tools of the methodology based on teaching based on the international evaluation program as an innovative approach in the process of teaching mathematics. Today, it is important to not only provide future primary school teachers with ready-made knowledge, but also to teach them how to use electronic information resources and how to evaluate students' literacy based on international assessment programs.

The analysis of the scientific works conducted on the problem of improving the methodological training of future primary school teachers includes the following tasks.

Recommendations:

- to implement the socialization aspects of teaching mathematics by focusing on the individual abilities and capabilities of the future elementary school teachers;

- to improve the methodological preparation of future elementary school teachers for the intellectual development of students in the teaching of mathematics teaching methods of higher educational institutions, both in terms of content and methods of operation, and to form a close relationship between the elementary school mathematics teaching course.

- to increase the effectiveness of future elementary school teachers in learning the methodology of mathematics by increasing the attention to the practical orientation of the methodology course, by introducing the connections in pedagogical and methodical practice, partial search, search and research tasks;

- introduction of information communication technologies; training of future elementary school teachers to implement continuity in the mathematical learning of elementary school students, which shows the development of problems in the elementary mathematics course;

- improvement of methodical preparation of future elementary school teachers for intellectual development of students, preparation of future elementary school teachers for intellectual development of students;

- to raise elementary school teachers to the level of a person capable of organizing activities such as clubs, Olympiads, competitions.

In order to improve the methodical preparation of primary school teachers, taking into account all the above-mentioned theoretical bases and opinions, the content of education, teaching, and learning are inextricably linked during the educational process, so none of them should be neglected. In short, improving the methodological training of future primary school teachers is a necessary condition for the development of society.

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