

MODERN PEDAGOGICAL APPROACH TO THE FORMATION OF PROFESSIONAL SKILLS OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

In this article, it is to enrich the experience of primary school teachers on the basis of new approaches to the educational process in the development of modern knowledge, mainly vocational-spiritual.

Keywords: Professional innovation, pedagogical Technologies, effective preparation for education, scientific worldview in educators, individualization of Education.

Introduction

The goals set before the general system of Secondary Education in the Republic of Uzbekistan are mainly to organize educational activities of students on the basis of modern methods, to make them educated, polite, faithful, hardworking, competent people, and to give great tasks to educators. Therefore, as a direct continuation of the reforms in the field of general secondary education, many programs were approved by the Ministry of preschool and school education of the Republic of Uzbekistan. This state educational program of schools is a regulatory legal document developed in accordance with the state requirements of the Republic of Uzbekistan for the development of children of school age, in which the goals and objectives of school education, the main ideas of educational and educational activities are expressed, as well as the main competencies of the child's transition to the next stage of This in turn requires the need to organize pedagogical processes in the school education system on the basis of innovative pedagogical technologies. To prepare future educators professionally and spiritually, it is necessary to enrich the content of lectures, practical and laboratory classes in the educational process on the basis of new approaches, as well as organize pedagogical practice, days and hours of spirituality using improved programs. In ensuring efficiency in school education, the educator is required to have a deep pedagogical psychological training, a clear knowledge of the specifics of each student, and to strictly adhere to the following requirements when creating a personal plan. This reflects the following:

- be able to predict the pedagogical problems that arise;
- for this, the future educator-educator has the ability to foresee and eliminate the problems that arise in the pedagogical process;
- to master the methods of troubleshooting the problems that arise;



- being able to apply the most convenient ways to eliminate the problems that have arisen;
- to have pedagogical influence on students, to have the skill to support them;
- receive an individual approach to each student;
- mastery of the skills to be able to organize mass events with students;
- such as encouraging readers to read books and to be book-loving.

The professional skills of the future educator-educator make it possible to effectively prepare children for school education. The results of the pedagogical, psychological, organizational and methodological study of the activities of educators are of great importance in improving the effectiveness of the educational activities of students, the personal qualities of the educator and his professional training. Accordingly, the professional competence, erudition and creativeness of the pedagogical educator is the main factor in the formation of conscious activity and independence in students. In the period of pedagogical practice, the work carried out by the future educator at school is important in the formation of professional skills in them. In the period of pedagogical practice, such skills as predisposition to their profession, creative approach to pedagogical activity, application of the modern knowledge acquired by them in their practical experience, acquisition of leadership skills, pedagogical-psychological study of the personality of the student, analysis, mastering the methods of organizing cultural mass events are activated and strengthened. All this prepares students for educational activities. Alternatively, future pedagogical teachers should also master a number of rules that apply during their professional activities. They include:

- o‘quvchilarda ongli intizomni tarkib toptirish;
- bolalarga nisbatan adolatli munosabatda bo‘lish;
- guruhdagi faol o‘quvchilarni qo‘llab-quvvatlash va ularga yordam ko‘rsatish;
- o‘quvchilarning mustaqil faoliyatlarini munosib rag‘batlantirish;
- o‘quvchilar bilan topshiriqlar ustida tizimli ishlash va bu jarayonda ularni faollashtirish;
- guruh o‘quvchilari orasida tarbiyaviy tadbirlarni tizimli tarzda tashkil etish kabilar. Shu bilan bir qatorda bo‘lajak o‘qituvchilar innovatsion kasbiy faoliyatga tayyorlashda ma‘ruzalar, amaliy va laboratoriya mashg‘ulotlari davomida dialogga kirishish, fanga oid yangi ma‘lumotlar ustida ishlash, mustaqil bilim olish, manbalar ustida ishlash hamda o‘rgangan tajribalarini tahlil qilish muhim o‘rin egallaydi. Maktabda sinf faoliyatiga rahbarlik qilish o‘ziga xos xususiyatlarga ega.

Pedagog-tarbiyachilar bolalarda atrof-muhit, tabiat, nutq va hisoblashga oid dastlabki ko‘nikmalarni hosil qilish bilan bir qatorda ularni kompleks rivojlantirishga xizmat qiladigan milliy urf-odatlarimizni ham singdiradilar. Ular bolalarda juda yoshlikdan boshlab, to‘g‘riso‘zlik, halollik, bag‘rikenglik, birdamlik, o‘zaro yordam kabi sifatlarini shakllantirishga intiladilar. Maktab ta‘limining keyingi bosqichlarida bolalarning bilimlarni sifatli o‘zlashtirishlarini kafolatlaydi. Buning uchun maktablarni modernizatsiyalashga oid yagona talablarni ishlab chiqish, har jixatdan sifatli ta‘lim va tayanch ko‘nikmalarni hosil qilishni nazarda tutadi. Ikkinchi tomondan maktab ta‘limni individuallashtirish tamoyili asosida o‘zida bir qator talablarni mujassamlashtiradi. Jamiyatning rivojlanishi barobarida shaxs faoliyati ham ko‘proq darajada individuallashtiriladi va uning mavqeyi o‘zgaradi. Agar mamlakat va jamiyat



qanchalik rivojlangan bo'lsa unda har bir inson alohida qadrlanadi va o'z o'rniga ega bo'ladi. Talabalar bugungi kunda ro'y berayotgan voqealar, axborotlar tizimini jadallashuviga ongli munosabatda bo'lish tajribasini egallashlari kerak. Ularda axborotlarni sarhisob qilish, voqeahodisalarga obyektiv munosabatda bo'lish ko'nikmalarining hosil bo'lishi nihoyatda muhim.

The ground is broken for future educators to adequately assess them in their analysis of everyday socio-political realities, on the basis of which they are critical of the behavior of those around them. All this serves as the basis for the content of spiritual qualities in students. In addition to the fact that school educators contain positive traits in children, it is also important that they have experience in preventing, eliminating negative traits in their behavior. Often in children who are new to school, situations such as reluctance, whims, inability to adapt to group life are observed. Overcoming such situations, adapting children to the life of the community, bringing them into communicative situations faster, ensuring their spiritual tranquility are seen as important tasks of educators. Assisting in the elimination of negative aspects in the character of children, teaching them correctness and truthfulness, especially strengthening their will, is seen in the order of one of the important tasks of pedagogical educators. In doing so, educators must use a collaborative method of influence. Educators need to introduce children to tevarakthe surrounding reality, prepare them practically so that they can participate in this process. Only when tasks of clear, moderate complexity are set before children, they show initiative, curiosity, a desire to show activity. The result is a feeling of responsibility in the child, seeks to justify the Trust expressed by the educator. The skills of children to be able to carry out the tasks set before them and their behavior are promoted to be regulated. As a result of this, it can be seen that a positive character is formed in them, volitional qualities are formed. By relying on positive aspects in children's behavior, the educator achieves the elimination of their shortcomings as a result of their stimulation. However, the fact that the regular display of the child's shortcomings does not give a positive result is also one of the few. For the formation of children's behavior, an educator's cake should be kind and demanding when it comes. Qualities in child behavior such as reluctance, apathy, playfulness, stubbornness are required by educators to overcome in close cooperation with parents. It is important that the teacher organizes and manages the educational process and carries out cooperation with parents and the neighborhood. From this point of view, the role of an educator in determining moral qualities such as hard work, meticulousness, elegance, workmanship, responsiveness in children is incomparable. They should know such a responsible task as in the process of studying in pedagogical higher educational institutions. As can be seen from the following, complex tasks are being set for educators operating in schools. Therefore, it is required that the development of scientific worldview and high spiritual qualities in future educators, as well as the content of competency skills in the community, society, are carried out in a systematic way.

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