



Methodological Training of Primary School Teachers Pedagogical Aspects of Improvement

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Abstract: *The primary school teacher is able to think logically, basic competencies and mental development of primary school students, to form their worldview, communicative literacy and self-awareness potential, to feel the beauty of material existence. to teach to acquire, to expand competence activities, to form the skills of students to think independently, to understand the opinions of others, to express their personal opinions orally and in writing. "Based on the meaning and relevance of the state policy on the development of education and science, it can be explained as follows: firstly, the new food system, changes and new approaches in the training of competent generation 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 becomes a separate independent field of human activity from a certain period, and it transfers the social experience of society to the next stage; thirdly, ta'im 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 enlightened means to be; 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 unites great scientific potential and creative energy, it serves to educate a spiritually mature person and create a powerful scientific potential in the country."*

Keywords: *Methodological Training, School Teachers.*

It is necessary to start reforming the education sector, first of all, from primary education. However, the most mature and experienced teachers should be attached to the primary classes, where the child's outlook, taste, and potential are formed. Therefore, 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 effectiveness of education, the issue of improving the methodological preparation of future primary school teachers for teaching based on international research is of urgent importance. Because the issue of improving the methodical training of future elementary school teachers and preparing them for teaching on the basis of international evaluation programs is demanding the issue of training the next generation of personnel who will carry out practical activities in accordance with today's requirements.

In his address to the Oliy Majlis, the President of the Republic of Uzbekistan, Sh. Mirziyoyev, focused on the issue of the future of the young generation in the radical development of the education system in the course of reforms, and he said, "In the development of any society, the youth

who ensure its future It is crucial for the generation to grow up healthy and mature. For this reason, we rely on our young people who are mature in all aspects, have mastered modern knowledge and skills, are determined and enterprising, to further increase the scope and effectiveness of our reforms.

A.K. Markova stated that it is scientifically based that didactic competence can arise as a result of the analysis of the main pedagogical aspects of the teacher's work and work on oneself and the acquired knowledge, skills, qualifications and practical activities [1].

In general, based on the conducted studies, it is important to improve the methodical training of primary school teachers in accordance with the requirements of the time. "First of all, in improving the methodical training of teachers, they should have objective necessary pedagogical knowledge (teacher's work, his pedagogical activity, communication, personality, psychological development of students, their age characteristics, psychology, pedagogy information), skills (behavior performed at a sufficiently high level) should be formed" [2]. Didactic psychological situations in the course of the lesson (determining the teacher's behavior, expressing his self-esteem, the level of didactic interests and the teacher's motivation, directly related to the understanding of the meaning of his work, to his students, colleagues, a stable system of self-relation), skills such as teachers' in-depth knowledge of specialized subjects (reflection, observation, pedagogical skill and pedagogical thinking, self-assessment) should be formed. It is necessary to develop the motivation field of every pedagogue, that is, to be able to set goals, to be able to correctly divide interests, and to turn a set of psychological qualities that cover personal motives into a qualification.

Today, the interest in the integration of innovative information technologies into the educational process is increasing. 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 education of students as well-rounded individuals and the educational and educational value of pedagogical technologies.

These considerations will definitely be effective in improving the methodical training of future primary school teachers and teaching them to prepare students through international assessment programs with a modern approach. It is necessary to pay special attention to interdisciplinary integration in improving the methodological training of future primary school teachers.

In particular, by inculcating primary education subjects through practical demonstration, regular and consistent teaching, explanation based on examples and special exercises, prevention and correction of various mistakes, and performance of practical tasks. going is important. Taking into account the age and psychological characteristics of students, which helps to master all the subjects of the curriculum, to think independently, to freely express their thoughts, to listen to the opinions of others, to reason, to be able to distinguish the most important ones from them, to put one's own opinion first. push, teaching to prove, generalize and conclude, arouse interest in using language material, create the need to use it in practice, develop advanced teaching methods and a system of exercises recognized as a factor of increasing educational efficiency is considered as a requirement of today.

In order to improve the methodological training of primary school teachers, taking into account all the theoretical bases, opinions and considerations noted above, the content of education, teaching, and learning are inextricably linked in the educational process. for none of them can be ignored. Both teaching and learning depend on the main goal-oriented object of education and the final result - the content of education. It also depends on how the learning will be, since the content differs with its own methods of mastering. It depends on the teacher who organizes self-learning. Thus, the training of highly qualified personnel focused on pedagogic activity, as well as the improvement of the methodical training of future primary school teachers, has become a necessary condition for the development of society.

In conclusion, primary education is the basis of continuous education. Therefore, the literacy of students is important in primary education. Updating the educational and methodological support of

primary education, creating educational regulations, study guides, methodological instructions and recommendations, organizing lesson processes based on the content of international evaluation programs, Identifying existing problems requires evaluating them from today's perspective.

The points in each evaluation require different thinking skills, including the need to form the ability to think analytically and logically in order to apply what students have learned, solve problems, and analyze situations. The knowledge domain of mathematics and science is the same for the primary grades and includes a range of knowledge processes involved in learning mathematics and science concepts and then applying and reasoning with these concepts.

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