

NEW APPROACHES TO PRIMARY EDUCATION TEACHER TRAINING

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DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp34-35](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp34-35)

KEYWORDS

*pedagogy,
methodology,
didactics,
modern science,
innovation,
perspective.*

Received on:

25-07-2024

Accepted on:

09-11-2024

ABSTRACT

Pedagogy is the most important in the system of sciences related to the development and formation of a person as an individual. For such formation is practically impossible without education as a purposeful process of interaction with a child, transferring social experience to him. Based on the achievements of all sciences about man, pedagogy studies and develops the most optimal ways of formation of a person, his upbringing and education.

INTRODUCTION

The approach that has become the leading one in the 21st century is focused on the student's performance, otherwise it is called the results-based approach. This is a model for planning and implementing educational programs. The key concept of this approach is competence.

In 1984, John Raven's work "Competence in Modern Society" appeared, it outlined ideas about the nature of competence, distinguished types of competence and provided their classification.

However, for us, of particular interest is the work of N. Chomsky "Aspects of the Theory of Syntax", on the basis of which the concept of competence was introduced into use. Thus, in the 70s, the transition to competence-oriented education took place.

Competence is, first of all, the general ability and readiness of an individual to act. The basis for such ability is rooted in the knowledge and experience acquired through training. Independent participation of an individual in the educational and cognitive process has as a consequence its successful integration

into society. Competence is the ability to apply knowledge, skills and personal qualities for successful activity in a certain area. Key competencies allow solving complex problems that are multifunctional in nature. Such problems require organization, for example, the manifestation of intellectual and emotional qualities, and require a certain set of skills. Such skills include: collaboration, understanding, argumentation, planning. There are general cultural (universal, supra-subject) and professional (subject-specific, subject-specialized) competencies. The former (GC) are transferable and less rigidly tied to the object and subject of work. The latter (PC) reflect professional qualifications. They differ for different areas of training (specialties). In 1996, at the symposium "Key Competencies for Europe", their approximate list was presented. It included: political and social competencies; intercultural; information competence; competencies that determine the ability to learn throughout life. In many ways, the educational process has acquired the characteristics of technology. The word technology

comes from the Greek word "techne", which means art, craftsmanship, skill; and "logos" - science, law. Literally, "technology" is the science of craftsmanship.

The term itself came to pedagogy from technical sciences. Based on the etymology of the concept "technology" - it is a way of transforming something that provides for a certain sequence of actions. The key link in any technology is a detailed definition of the final result and control over its achievement. A process only receives the status of technology when it is predicted in advance, the final properties of the product and the means for obtaining it are determined, the conditions for carrying out the process are formed. Pedagogical technology, in the broadest sense, is a set of such psychological and pedagogical attitudes that are able to determine a special set and arrangement of forms, methods, ways, teaching techniques, educational means 14. Pedagogical technology is a systemic method of creating, applying and defining the entire process of teaching and assimilation of knowledge, taking into account technical and human resources and their interaction, which sets as its goal the optimization of forms of education (UNESCO). The following series of concepts serves as the basis for designating the differentiation of the educational process. Lesson - a minimum academic period, taking one academic hour. A block of lessons is a set of lessons designed to study a relatively autonomous topic of the course, the main academic period within the educational process.

An academic period is a period of academic time during which certain goals of training, education and development are achieved. Traditionally, the following characteristics of the forms of organization of training exist: individual, paired, group, collective (joint).

Since the mid-80s, various lessons in the form of business games have become increasingly popular in schools: a lesson-court, a lesson-auction, a lesson-press conference, etc.

All business games are the implementation of a model teaching method. Among them, the Case Study method, which is actively used in universities, colleges and schools, has gained the greatest popularity in the late 20th - early 21st centuries.

The birthplace of this method is the United States of America, or more precisely, the Harvard Business School. The cultural basis for the emergence and development of the case method was the principle of precedent or case. The Case Study method is most widely used in teaching economics and business sciences abroad. At the early stage of its emergence, this method was widely used in MBA postgraduate courses. Recently, it has become widespread in the study of medicine, law, mathematics and other sciences. In Russia, the case method began to be used in teaching in the 80s, first at Moscow State University, then in academic and industry institutes, and later in special training and retraining courses.

The case study method makes it possible to demonstrate academic theory from the perspective of real events. This method "allows students to become interested in studying the subject, promotes active acquisition of knowledge and skills in collecting, processing and analyzing information characterizing real situations"

The Case study method promotes the development of various practical skills. It is a creative solution to a problem and the formation of the ability to analyze a situation and make a decision. Features of case analysis: identifying the key problem, selecting the necessary information (the general rule for working with cases is the prohibition of using information that is outside the scope), choosing a method of work (using concepts, mathematical methods, assessing an alternative course of action). First of all, it is necessary to identify the key problems of the case and understand which information from the presented information is important for their solution. It happens that redundant

information is intentionally given, which must be identified and cut off. It is necessary to enter the situational context of the case, identify the actors, select the facts and concepts required for analysis, understand what difficulties may arise when solving the problem. Types of case analysis: comprehensive (detailed) analysis, analysis of the beginning, cursory analysis, integrated. Case analysis allows you to activate learning, allowing the student to make decisions independently, find conditions for implementing an idea or plan. The project method is essentially based on the fact that there is a certain plan: from the idea to the detailed development of the idea and its implementation. The project method and the Case study method complement each other.

Let us note that the ideas of project-based learning arose in Russia almost in parallel with the developments of American educators back in the early twentieth century. Under the leadership of the Russian educator S. T. Shatsky in 1905, a small group of employees was organized that actively used project methods in teaching practice.

Later, already under Soviet power, these ideas began to be widely introduced into schools. By the decree of the Central Committee of the All-Union Communist Party (Bolsheviks) in 1931, the project method was condemned and since then, until recently, no serious attempts have been made in Russia to revive this method in practice. Today, the project-based learning method is one of the most popular in the world, since it allows for a rational combination of theoretical knowledge and its practical application to solve real problem situations of the surrounding reality, simulating joint activities. In the USA, Great Britain, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands and many other countries where the ideas of the humanistic approach to education by J. Dewey have found application, his project method has found wide distribution and gained great popularity. A kind of justification for the project method is that this method reflects the desire to find a reasonable balance between academic knowledge and pragmatic skills.

The technologies used in the educational process are very diverse. Along with the above, there are game (role-playing business games), search (project-based learning), case technologies (method of specific situations), team work (work in small groups, trainings), problem-based learning (lectures, discussions, brainstorming, debates), IT technologies (computer simulations).

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