

PEDAGOGICAL CONDITIONS FOR IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY TEACHERS

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ABSTRACT

The article talks about the content of improving the methodical training of future primary school teachers, some tasks and pedagogical conditions for its implementation.

INTRODUCTION

Our president currently leads the state policy towards youth, as he noted at the Youth Forum of Uzbekistan: "Whatever reforms we undertake in our country, we will first and foremost rely on young people like you, on your energy and determination. You all know very well that today we have set ourselves enormous tasks and goals. We have begun to create the foundation of the third Renaissance in our homeland. We consider the most important links of the future Renaissance to be the family, preschool education, primary education, school and higher education, as well as scientific and cultural institutions. For this reason, we are carrying out fundamental reforms in these areas. I believe that our dedicated and patriotic youth, like you, will take an active part and make a worthy contribution to the creation of a new foundation for the development of our country" [1].

The goals of education are not only to help the student acquire ready-made knowledge, but also to help the child search for knowledge, draw his own conclusions, and express a critical attitude, which is becoming the main goal of using innovative

educational technologies today. Especially in primary education, the unconventional organization of the lesson, the sincere relationship between the teacher and the student, the activity of small group members, and the training to work as a team, form in the child the qualities of initiative as a group participant, the pursuit of a specific goal, creativity, a culture of expressing one's own opinion, and creativity.

This process, of course, requires the teacher to have lesson planning and design skills, to achieve the same performance of all students, and to have creativity, communication, organizational, and perceptive skills.

Today, in developed countries, a lot of practical work is being done on the use of innovative mechanisms and technologies in creating new models of working with youth. In a rapidly developing and changing world, the formation of such qualities as responsibility, obligation, legal awareness and legal culture, a deep worldview, healthy faith, enlightenment, religious and national tolerance, spiritual, civic, social, etc. is becoming the main issues in successfully preparing students for social life.

Therefore, teaching subjects that directly affect the upbringing of youth, which are included in the category of "The idea of national independence: basic concepts and principles", requires a new approach to the educational process.

In particular, the education of young people should be aimed at correctly assessing the complex geopolitical and ideological processes taking place in the world, at making the right decisions in solving social problems, and at forming specific goals related to finding one's place in life. As a result, it will be possible to prevent the breakdown of family-society relations, and to protect them from indifference, delinquency, and various manifestations of "mass culture."

Literary analysis and methods.

- political, philosophical, analysis and synthesis of the problem in the research process;

- comparative and critical research and analysis of management, sociological, psychological and pedagogical literature in the field of education;

- educational technologies, modular schemes, sociometric methods (questionnaire, interview, conversation);

- pedagogical experiment; methods of mathematical and statistical analysis of results were used.

By the time of graduation from a higher educational institution, a future primary school teacher should have the tools of professional activity that allow them to achieve modern educational goals. The level of mastery of the future primary school teacher in achieving the tasks set by society and the state determines the level of readiness for methodological activity and professional skills that will be formed by the teacher throughout his life.

The future primary school teacher forms and improves the initial experience of working on himself in a higher educational institution. The success of a specialist in his profession depends on how complete and qualitatively the foundations of methodological activity are formed.

It is no coincidence that the first scientific research devoted to this type of activity began when the education system had accumulated great potential (achievements of psychological and pedagogical science, experience of pedagogical innovations, author's schools, etc.). At this point, a fundamental division began between two concepts that are similar in sound but different in meaning: "methodological activity" and "methodological work". A study of psychological and pedagogical literature has shown that there is no clear definition of the concept of "methodological activity". In most cases, authors use the terms "methodological activity" and "methodological work" as synonyms and define its essence differently. So what is the difference between "activity" and "job"? It makes sense to ask the question.

Activity as a psychological category is a dynamic system of interactions between a subject and the world, in which the emergence of a mental image of an object and the realization of the subject's relationships mediated by this image and objective reality occur.

A job is a profession, an occupation performed by someone, i.e., the performance of specific functions within the framework of an employment contract in a specific organization. Typically, this is done according to a plan and with a predetermined outcome, meaning that in this case we have a subject-object relationship.

Activity is a method of communication that is subjective and objective, freely initiated and necessary by the subject. Therefore, today, psychology, disregarding the traditional definition of activity as being related to the existence of a goal, gradually incorporates the idea of the socially necessary nature of activity as labor (work) through the practical field of labor psychology.

As V.A. Adolf emphasized, methodological training "... to a certain extent combines a whole system of special-scientific, pedagogical, psychological knowledge and skills," which is a significant level of formation of the professional skills of a future primary school teacher.

Thus, the difference between activity and work is that work is a type of activity, but limited (or determined) by certain external conditions: functions, obligations, characteristics of the organization, etc. Activity is indirectly determined by the subject itself, through its internal, inherent laws (goals, reasons, etc.).

An analysis of the content of scientific literature shows that the structural components of the two concepts do not contradict each other. Methodological work is a broader concept, which includes: identifying the needs and problems of pedagogical personnel, developing new content of education in the context of innovative activities, programs, methodological manuals, developing skills in designing the educational process, etc.

Methodical activity (issues that serve pedagogical activity and determine teaching tools) is an integral part (tool) of methodical work (continuous education system of the teacher). Consequently, the product of methodical work is the activity result of methodical activity.

Methodological activity is an independent professional activity for the design, development, and construction of teaching aids that allow for the organization of teaching and learning activities in a particular subject or cycle of subjects.

The content of methodological activities represents unified (standardized) actions or operational and practical components, that is, specific mechanisms of professional activity that can be implemented on any subject content. At the same time, changes in the content of methodological activities occur when educational goals change.

Result and scientific innovation. In most definitions of methodological training, researchers associate a teacher's methodological training with knowledge, skills and qualifications; readiness and ability for independent methodological activity; and certain personal characteristics. In our opinion, the following definition of methodological training, taking into account the student's professional orientation, is considered to be complete. Under the methodical training of a primary school teacher, we understand the integrative qualities of a person that describe his abilities and training:

- organizing the educational process in primary classes and using their basic fundamental knowledge and communicative skills in performing pedagogical tasks;
- acquisition of methodological knowledge and skills in the educational process;
- modeling and designing of pedagogical activities through high-level educational and professional motivation;
- work on oneself, self-actualization and self-improvement in the method of teaching subjects of primary classes.

During professional training, a future primary school teacher must learn to solve educational tasks, starting from mastering fundamental subjects.

The motivational component describes the level of psychological readiness of the future elementary school teacher for pedagogical activities and reflects his motivations for educational activities and the level of interest in methodical activities.

The cognitive component of the methodical training of the future primary school teacher includes the acquisition of the teacher's system of general pedagogical, methodical and special knowledge, as well as the understanding of the importance and necessity of this knowledge both for him and for his future professional activity.

The practical component includes not only the ability to perform individual methodical actions and the main types of methodical activities, but also to change them in order to achieve high results and quality of the educational process.

The reflective component includes self-control, evaluation of the results of one's own activities, self-knowledge and self-awareness in professional activities, and is determined by the student's attitude towards himself, his practical activities, and the world in general.

The above-mentioned components of the methodological training of a future primary school teacher are constantly in close contact with each other and correspond to the main stages of the methodological training of a future primary school teacher.

An analysis of the traditional model of professional training shows that within the existing training model, the formation of methodological skills is carried out not randomly and systematically, but comprehensively and holistically.

Thus, the traditional model of education does not fully provide future primary school teachers with the means to fulfill the social mandate to form active general academic skills, basic

competencies, self-determination and self-awareness, and readiness for self-development.

Therefore, preparation for methodological activities in higher education is carried out through a special course. The strategy for the development of the higher education system confirms the correctness of the chosen form of education, divides the bases of methodological activity in the professional education program into separate disciplines, for example:

- theoretical and practical aspects of the methodological work of primary school teachers; theoretical foundations of the organization of education in primary grades; methods of teaching effective activities and others.

Within the framework of a special course, the interrelation of group forms of teaching and methodological activities is determined: work in small groups, methods of developing cooperation and others

- completeness and quality of the formation of general academic skills and basic business competencies;
- formation of objective means of diagnostics, quality control and assessment;
- integrity of understanding and implementation of professional and methodological activities;
- technological efficiency, precise instrumental management of the educational process and guaranteed achievement of set educational goals.

As is known, for a person to master a new type of activity, there must be at least two conditions: an understanding of the paths of activity and motivation to implement it. Regular research gradually confirms the need and the level of their implementation, while reflective skills, which are the main element of methodological activity, "provide an impetus for self-development and self-awareness in a changing world, and for understanding education as a universal human value that continues throughout life."

DISCUSSION

Today, methodological activity is an important direction for the implementation of innovative development of education, and preparation for it is an urgent task of the modern system of professional training of future primary school teachers.

The methodological preparation of a future teacher for teaching primary school students is considered to be the preparation for the competent, rational, and practical performance of their duties.

Why should children study mathematics, natural science, and literature in general and in a specific section, topic, question, or concept of an academic discipline? What can children with different psychological and personal characteristics learn in the process of studying these subjects? What are the main required outcomes for these academic subjects? How can we know whether the required (planned) outcomes of the subjects being taught have been achieved? How should the teaching process be organized so that each student can achieve the planned outcomes at the level of their individual characteristics and capabilities?

Methodological preparation can be considered as a certain aspect of preparing a future teacher to carry out three types of pedagogical activity: educational activity, educational activity and developmental activity.

If a "methodology teacher" is formed as a result of methodological training, the methodological training process can be characterized as "the ability to navigate the methodology of the studied subject, its history and its current state", the search for the most effective methods of "delivering" the content of the relevant field of knowledge to students, including the ability to transform the content, method, and form of a particular cultural phenomenon into a specific language of teaching this subject, a field of knowledge that corresponds to the experience of social relations. Teaching is not only an integral part of educational and developmental activities, but also, if the main part of children's time at school is spent on lessons in various academic subjects, it should fulfill educational and developmental tasks through appropriately supplemented and organized training sessions. In the process of methodological preparation, theoretical and practical aspects can be distinguished.

The theoretical aspect of methodological preparation is the acquisition of a certain level of basic knowledge of the general laws of teaching an academic subject, concepts and theories of teaching a subject, and the content of the subject.

If students do not have a set of knowledge in mathematics, native language, literature, and natural sciences that correspond to the main academic subjects and the field of education, then it is impossible to master the methods and technologies of teaching an academic subject.

The issues of the relationship between mathematics and mathematics teaching methods, native language and native language teaching methods, literature and literature teaching methods have always been relevant.

In the primary grades, children begin to get acquainted with the basics of the relevant subjects, and this process of acquaintance should be carried out in a language that children understand.

This process should be based on a sufficiently rich experience in mastering the relevant field of knowledge. Therefore, the level of knowledge of the primary grade teacher in mathematics, native language, natural science, literature should be significantly different from the level of knowledge of other subject teachers.

Expected results: We analyzed the curricula of educational programs for training primary school teachers of several higher educational institutions and found that in the curriculum of the "Primary Education" educational direction of the Tashkent State Pedagogical University, Pedagogical Institute and universities, among the higher educational institutions selected for the implementation of pilot testing, all methodological subjects are integrated with the main academic subjects.

The curricula of the "Primary Education" educational direction of the selected higher educational institutions contain the following subjects related to the methodology of teaching subjects: within such academic subjects, training and methodological training are combined. In some higher educational institutions, there is a division of educational courses into subject and methodological training courses. The trend of integration is characterized by the fact that educational courses are implemented as courses that complement methodological training.

The most important part of methodological training is the practical training of the future primary school teacher. The practical training of the teacher provides "practical mastery of the components of pedagogical activity, readiness to solve problems in the real conditions of the educational process corresponding to the direction of pedagogical education."

Practical training can be carried out by organizing pedagogical practice and practice-oriented methods, as well as practical and laboratory exercises. The effectiveness of such training will certainly increase if pedagogical practice is included in the methodological training course as an integral part of it.

Such a process can be carried out by conducting part of the practical and laboratory exercises in methodological subjects at the school base, and part of them in interactive forms outside the school. The experience of implementing such practical training for many years indicates its high effectiveness

CONCLUSION

Methodological training of a future primary school teacher is manifested as an integral quality of a person that characterizes his ability and readiness: to use the knowledge and its basic foundations obtained in a higher educational institution in organizing the educational process on the basis of communications and solving pedagogical tasks; to acquire methodological knowledge and skills in teaching primary education subjects; to model and design a high level of educational and professional motivation for his pedagogical activity; to self-educate, self-actualize and self-improve in the methodology of teaching subjects.

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