

## **IMPROVEMENT OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS FOR PEDAGOGICAL ACTIVITY**

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### **Abstract**

This article is dedicated to improving the professional training of future primary school teachers for pedagogical activity, the main directions of developing theoretical knowledge, practical skills, personal and professional qualities, as well as reflexive and prognostic competencies of future primary school teachers, improving the system of professional training, increasing the quality and effectiveness of primary education.

### **Keywords**

Professional training, pedagogical activity, initial training, direct training, professional competence, motivational-value training, cognitive-functional training, reflexive-prognostic training.

### **Аннотация**

Данная статья посвящена вопросам совершенствования профессиональной подготовки будущих учителей начальных классов к педагогической деятельности, основным направлениям развития теоретических знаний, практических навыков, личностных и профессиональных качеств, рефлексивно-прогностических компетенций будущих учителей начальных классов, совершенствованию системы профессиональной подготовки, ее научно-практическому значению, направленному на повышение качества и эффективности начального образования.

### **Ключевые слова**

Профессиональная подготовка, педагогическая деятельность, начальная подготовка, прямая подготовка, профессиональная компетентность, мотивационно-ценностная подготовка, когнитивно-функциональная подготовка, рефлексивно-прогностическая подготовка.

**1. Introduction.** Organization in the higher education system of our country a number of reforms are being carried out to develop the educational process. In particular, the Decree of the President of our country dated January 28, 2022 No. UP-60 "On the Development Strategy of New Uzbekistan for 2022-2026" defines priority tasks aimed at the development of the education system. In particular, in the direction of the Decree "Implementation of a Just Social Policy, Growth of Human Capital," special attention will be paid to the issues of high-quality organization of the activities of higher educational institutions.

In today's era of rapid development of digital education, the state and society are faced with urgent and comprehensive tasks of radically reforming the country's education system based on the study of international experience, such as training personnel who meet the requirements of the labor market. The modern system of higher education is aimed at the formation of professional, creative activity of a person capable of improving professional training for pedagogical activity. Defining the requirements for future primary school teachers in a rapidly developing period allows for the organization of student learning and the continuous improvement of its methods based on modern achievements in science, technology, modern pedagogical and information technologies, economics, and culture.

**2. Main part (methodological, analysis, results).** Professional training is understood as the corresponding level of a person's mental (psychological) state and physical health corresponding to the requirements of the work performed. As noted by the renowned psychologist K.K. Platonov, the professional training of a specialist is a subjective state of the individual, which means that they consider themselves capable and ready to perform the corresponding professional activity [2].

Professional activity is one of the types of activity, which is communication, play, in the pedagogical profession, which clarifies the mechanisms of education and labor. The division of individual types of activity into objects of independent study is the result of certain epistemological and methodological conditions. It is possible to express an opinion about the complex commonality of most types of activities in terms of the conditions of each other's dominance. For example, in the activities of a teacher, organization implies attention to communication with students.

Researchers F.N. Alipkhanova defines the effective organization of a teacher's activity and the levels of competence in it as follows: it is necessary to take into account the methodological conditions for teachers, to understand the general laws of pedagogy, the mechanisms of labor in the teacher's activity, the ability of

students to use and implement modern methods and techniques of education and upbringing in life[3]. Consequently, the specifics of the future specialist's activity require attention to the concepts of "educational activity" and "education." Education is "expressed and based on active gnostic (cognitive) activity" for the purpose of "mastering certain knowledge, skills, abilities, forms of behavior, and types of activity." M.I. Dyachenko, A.M. Stolyarenko[2] consider it expedient to highlight the following two interconnected aspects in the professional training of a specialist:

1. Initial readiness is the availability (ability) of personnel to perform this work. It includes the presence of stable psychological structures in a person - knowledge, skills, abilities related to professional activity, important personal qualities for the profession.

2. Direct readiness - means the psychological readiness of a specialist to perform professional tasks under certain conditions. This aspect of professional training is characterized by the changeability, mobility, and dynamism of the psychological state of the future teacher depending on the situation; the psychological state and physical health of the specialist, the spiritual and psychological situation in the team. It is known that the professional training of a teacher's personality implies their deep knowledge, pedagogical skills, as well as the ability to manage themselves, their mood, and mobilize their psychological, cultural, and physical capabilities for educational work.

In his works, G.I. Khozyainov substantiates the leading role of motives in activating the main components of readiness for pedagogical activity (theoretical and methodological knowledge, professional and practical skills, personality activity) and shows a positive attitude towards the type of pedagogical activity as the main component[8].

To date, pedagogical scientists have developed a system of indicators of professional training for pedagogical activity, which includes:

- the level of knowledge about the need for pedagogical activity and the content of motivation, as well as the essence of the profession;

- level of awareness of responsibility for the results of pedagogical activity;

- the level of engagement and activation of knowledge, skills, and professionally significant personal qualities;

- the quality of social attitude towards pedagogical activity, the level of stability of professional interests.

In improving the professional training of future primary school teachers for pedagogical activity, it is necessary, first of all, to correctly form their educational activity. In this regard, I.A. Zimnyaya gives an integral description of learning

activity, stating that it is "the activity of mastering generalized methods of the subject's learning behavior and self-control by the teacher, self-assessment, external control and assessment, solving specially set learning tasks, self-development"[7].

The control and assessment used by the teacher is not only a means of stimulating the student's learning activity, but also a factor in the upbringing, education, and growth of the individual. Because the teacher serves not only in the role of a transmitter of knowledge, but also as an educator and mentor for the student as an expression of the culture and experience of past ancestors. As a result, educational activity becomes not only teaching, but also educational, upbringing - pedagogical work in the full sense, forming educational activity.

The goal of pedagogical activity is to educate a well-rounded individual. The pedagogical goal is a historical and dynamic phenomenon. The functional unit of pedagogical activity is pedagogical behavior. V.A. Slastenin defines pedagogical activity as "a type of social activity aimed at the process of transmitting accumulated by a person customs, culture, and practical experience from generation to generation, their personal development and preparation for the performance of certain roles in society"[6]. The researcher emphasizes educational work and teaching as the main types of pedagogical activity. Educational work is aimed at organizing the educational environment and managing the diverse activities of pupils. Teaching is mainly aimed at managing students' cognitive activity.

Researcher N. Saidakhmedov writes: A teacher with professional competence must meet the following three requirements[5].

1. Fully meet the requirements for teaching the native language subject for productive work in the field of teaching;
2. Ability to use the possibilities of effective use of didactic materials on the teacher's information system (GIS);
3. The ability to use the spiritual, physical, and intellectual capabilities that are important for a teacher.

It is important to identify the following areas for improving the professional training of future primary school teachers for pedagogical activity.

The process of mastering theoretical, scientific, and practical research, projects, technological development, and modern innovations in specialized disciplines in increasing the pedagogical-psychological and professional level of future specialists; improving the qualification requirements, curricula, programs, and methods of the educational direction and specialty of the university based on the needs of the time, with the introduction of modern educational and innovative technologies and advanced foreign experience; the process of mastering modern

innovative pedagogical-psychological, advanced information technologies using the Internet, the multimedia process, and methods used in distance learning by future specialists and their active introduction into the educational process; increasing the level of practical mastery of foreign languages by future specialists, using important opportunities for continuous improvement of their professional skills, pedagogical-psychological and scientific activity; conducting continuous qualification practice in educational areas and conducting pilot testing of final qualification works at selected facilities. It serves to increase the activity aimed at professional self-improvement, organized during the pedagogical activity of future specialists. The main goal is to train highly qualified personnel and increase their scientific potential.

The content and essence of pedagogical activity are reflected in the interaction of the teacher with future specialists in the effective activity of combining education and upbringing: "Pedagogical activity is aimed at the personal, intellectual, and active development of the teacher and the student. serves as the basis for self-development and self-improvement, expressing the educational and upbringing influence on students."

Pedagogical activity has a number of characteristics, such as the expediency of human activity, motivation, scientific relevance, and productivity. According to the author, the subject of pedagogical activity is "the organization of students' educational activities aimed at acquiring sociocultural experience in the subject as the basis and conditions for their development"[4].

**Conclusion.** As can be seen from the analyzed works and the opinions of researchers, the requirements for the training of modern graduates are determined by the tasks within the framework of their future professional activity. To meet these requirements, graduates must acquire a range of professional, social, and cultural skills upon graduation. For this, it is necessary to ensure such professional training for bachelors that not only creates the basis for the full development of scientific fields, but also fully corresponds to the tasks of reorganizing the higher education system at the present stage and ensures the appropriate level of competence of the graduate in the context of sustainable development of society. Consequently, within the framework of the professional training of bachelors, it is necessary to take into account the trend of gradual updating of knowledge, constant improvement of its theoretical and experimental methods. A qualified graduate of a higher educational institution must see and monitor these changes and build professional activity within the framework of a professional approach based on constantly updated materials. This requires a high level of professional creativity and the ability to solve professional problems.

Summarizing the above, it is necessary to formulate the following training indicators for improving the professional training of future primary school teachers for pedagogical activity.

Motivational-value readiness - motives and values that determine the choice of profession, awareness of the importance of the profession in life (self-expression, income, benefits, employment, social activity, etc.).

Cognitive-functional training - a deep understanding of the theory of pedagogical activity, the acquisition of professional knowledge and skills in the field of modern technologies for working with schoolchildren, self-assessment, psychology of children and adolescents, modern approaches to assessing educational achievements, methodology of pedagogical research, etc.

Reflexive-prognostic training is the ability to independently assess the level of professional knowledge and skills acquired in the process of preparation for education, to understand one's cognitive and practical professional capabilities, to set professional expectations, and to consciously plan future professional activity.

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