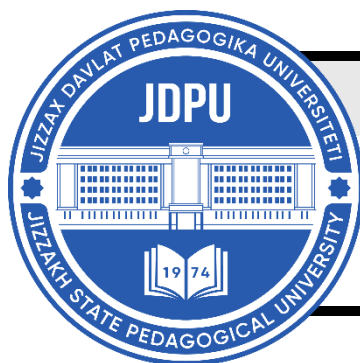


MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>PRIORITY WAYS TO IMPROVE THE SKILLS OF PRIMARY EDUCATION
TEACHERS IN DEVELOPING THEIR SPECIFIC COMPETENCES**Bahodir Mavlonov***Senior Lecturer at the Department of Pedagogy**University of Science and Technology**E-mail: mavlonovbahodir21@gmail.com**Tashkent, Uzbekistan***Qaxramon Sodiqovich Muxammadiyev***Senior Lecturer at the Department of Pedagogy**University of Science and Technology**E-mail: q.muxammadiyev@gmail.com**Tashkent, Uzbekistan*

ABOUT ARTICLE

Key words: primary education, future teachers, educational activities, methodology, innovative approach, educational technologies, creative thinking, professional competence, educational process, development.

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Abstract: This article presents scientific research on improving the methodological preparation of future primary school teachers for teaching technology, directing them to professions in the content of technology, cultivating students' creativity in class and extracurricular activities, and developing their interest in creating innovations.

Methods aimed at developing the educational activities of future primary school teachers are being improved. Innovative approaches and modern educational technologies are used to increase the professional competencies of teachers, effectively organize the educational process, and develop students' creative thinking skills. The results of the research are expected to help teachers apply new methodologies in the future

educational process. The aim of the modern education system is to improve the methodology for developing the educational activities of future primary school teachers.

Introduction

In recent years in the country, improving the system of continuous qualification of teachers, the development of modern pedagogical and information and communication technologies, the development of customs adaptability building, is creating a normative basis for expanding independent learning. "Improving the system of continuing education, improving the capacity of quality educational services, building educational institutions" has been identified as a priority for strengthening their material and technical base. Accordingly, the quality of training, retraining of personnel and ensuring the competitiveness of the development of the development of the development of the development has increased the opportunity to create educational and methodological support for the development of professional development. It is the most current and important position of state educational standards to international educational standards, as well as the quality of textbooks. The efficiency of primary education largely depends on the quality of training of teachers. Ensuring careful preparations for future primary education teachers require a comprehensive preparation to meet the various needs of students based on strong theoretical and pedagogical principles.

Methodology

The article considers the issues of improving the methodologies used by teachers in the application of pedagogical methods, the effective organization of the educational process, and the development of students' creative thinking skills. Changes in the education system of Uzbekistan and the need to comply with global educational standards require the renewal of pedagogical methods and strategies.

Skilled primary school teachers work in general secondary schools in our country. Therefore, it is important for future primary school teachers to study their skills and experience during weekly pedagogical practice. In this matter, the use of a project-based approach is

especially effective. In this regard, we draw your attention to the analysis of the characteristics of the observation method of studying the skills of primary school teachers during weekly pedagogical practice.

The use of the observation method and its design play an important practical role in studying the skills of primary school teachers in practical activities. The observation method is a means of studying the skills of experienced teachers based on observation. In this sense, it is appropriate to study the skills of primary school teachers in practical activities based on the following design of the observation method: a) study the teaching methodology of primary school teachers; b) study the methodology of educational work of primary school teachers; c) study the method of individual work of primary school teachers with students. It is of practical importance that students study the skills of experienced primary school teachers in educational institutions where they undergo weekly pedagogical practice on the basis of such a design. In this regard, the study of the teaching methodology of primary school teachers based on observation has important features. In this case, the student directly participates in the lesson and studies the method of teaching theoretical knowledge of elementary school teachers in the exact, natural and humanities, and makes a summary of the lesson and each of the teacher's actions in a special notebook. To do this, it is necessary to pay attention to the skills of an experienced teacher in explaining the lesson, his actions in using visual aids and the characteristics of his speech. It is especially necessary to pay attention to his approach to assessing the completion of homework assignments, because the skill of an experienced teacher is manifested precisely in the objective assessment of the level of students' mastery. The tradition of objective assessment increases students' interest in mastering knowledge, and if students have mastered the topics to the expected level, they will actively participate in the question-and-answer process. Typically, a lesson consists of the following parts: an introduction, i.e. greeting, marking attendance and preparing students for the lesson, the main part, i.e. assessing the completion of homework, explaining a new topic and giving homework, and the conclusion, i.e. strengthening the level of mastery of a new topic through questions and instructing students on what educational literature to read. At the same time, it is worth mentioning that today these strict traditions inherent in lessons are no longer followed. This is explained by the fact that each primary school teacher has an individual methodology and a

new approach to lessons. Therefore, the teaching methodology of each primary school teacher is unique, and the student's study of these diverse methods will yield the expected results. In the process of studying the skills of experienced teachers through direct observation of classroom activities, attention should be paid to the intersection of exact, natural, and humanities sciences.

In this regard, this study provides scientifically based recommendations for improving the teaching methodologies used in the professional training of future teachers. In this regard, measures aimed at improving the pedagogical skills of teachers and preparing them for new thinking and innovative approaches in the teaching process are of great importance. The article aims to highlight current problems in the field of education and introduce innovations into the process of training future teachers.

In this study, a number of scientific methods and techniques were used to improve the methodology for developing the teaching activities of future primary school teachers.

The following approaches and methods were chosen as the methodological basis:

1. Theoretical foundations of the study: Pedagogical, psychological and methodological foundations were studied in improving the methodology for developing the teaching activities of teachers.

Scientific research conducted in these areas plays an important role in increasing the effectiveness of teaching activities.

2. Analytical and comparative methods: The current methodologies in the education system were analyzed, as well as compared with international experiences and modern educational trends.

These methods helped to identify interdependencies and interactions.

3. Experimental methodology: Experimental groups were established to implement the proposed methodologies in practice. Through them, teachers were able to test innovative approaches to the development of their educational activities and study their impact.

4. Questionnaires and interview methods: Questionnaires and interviews were conducted to determine the opinions and opinions of future primary school teachers. Through these methods, teachers shared their experiences and expressed their opinions on the proposed methodologies.

5. Statistical analysis: The data obtained were processed using statistical analysis methods and used to substantiate the research results. This process made it possible to determine the effectiveness of the proposed methodologies and approaches.

Through these methodological approaches, the process of improving the methodology for developing the educational activities of future primary school teachers was carried out in a scientifically based and practical manner.

Literature analysis

In our republic, scientific research has been conducted by B. Abdullayeva, G. Boymurodova, R. Ibragimov, M. Jumayev, U. Masharipova, S. Matchanov, Sh. Yoldosheva, S. Usmonov, A. Sadikova, M. Toshpulatova, M. Hamdamova on improving the methodological training of future primary school teachers; and by A. Avazboyev, A. Vorobyev, R. Djurayev, K. Davletov, R. Isyanov, R. Mavlonova, N. Muslimov, U. Nishonaliyev, Kh. Sanakulov, O. Tolipov, Sh. Sharipov on the issues of vocational guidance of students in labor lessons of secondary schools. The problems of organizing the educational process using information and pedagogical technologies were studied by A. Abdukodirov, G. Asilova, U. Begimkulov, S. Bulatov, M. Mamarajabov, D. Mamatov, Kh. Mukhitdinova, S. Rahmonkulova, N. Taylakov, S. Tursunov, T. Shoymardonov, H. Qodirov, G. Ergasheva.

Results

As a result, the need for changes in the education system and modern pedagogical approaches to improve the methodology for developing the educational activities of future primary school teachers was demonstrated. The results of this study are expected to help teachers use methods that meet modern educational requirements and improve the quality of the educational process.

This requires primary school teachers to have a high level of professional and methodological training in teaching. Today, the issue of improving the quality of education, introducing innovative approaches, and improving the training of future primary school teachers through the use of modern methodologies remains relevant in our country.

The results of this study are aimed at developing scientifically based recommendations for improving the methodology for developing the educational activities of future primary school teachers. The following main results were achieved during the study:

Effectiveness of innovative methods: The use of innovative approaches such as problem-based learning, project-based learning, and collaborative learning in the learning process helped to significantly increase the level of student learning.

The results of experiments with experimental groups showed that such methods increase students' interest, develop independent thinking skills, and ensure their active participation in the lesson process.

Improving pedagogical methods: The study showed that the use of modern educational technologies and making the learning process more interactive are important in improving teachers' pedagogical skills. Teachers should be ready to update their knowledge and skills, apply new methods.

Cooperation between teachers: The process of exchanging experiences and developing cooperation among teachers is necessary for the implementation of pedagogical innovations.

It is proposed to strengthen the process of exchanging experiences through seminars, trainings, and organizations uniting teachers.

Psychological preparation: The psychological preparation and level of emotional intelligence of teachers play an important role in the educational process. Self-control, stress management and motivation help teachers to work effectively.

Practical recommendations: Based on the results of the study, practical recommendations were developed for teachers. They are aimed at further improving their pedagogical activities, applying innovative approaches and improving the quality of the educational process. As a result, it is expected that the process of improving the methodology for developing the educational activities of future primary school teachers will be carried out in accordance with changes in the education system and will help effectively organize the learning process of students. This, in turn, will serve to increase the professional training of teachers and improve the quality of education.

The content of improving the methodological preparation and special competencies of future primary school teachers for teaching technology has been determined, forms, methods and tools have been developed;

Based on the "STEAM - education" approach, methodological support for technology, as well as the State Educational Standard, qualification requirements, curricula and educational and methodological complex, have been developed;

scientifically based methodological recommendations have been formulated to improve the methodological preparation of future primary school teachers for teaching technology;

a textbook and electronic educational resources have been created to improve the methodological preparation of future primary school teachers for teaching technology.

Conclusion

Thus, it is appropriate to study pedagogical strategies for using foreign experience in improving the methodology of primary education and develop a methodology for using them.

When these recommendations are implemented, it is possible to achieve tangible positive results in the development of the educational activities of future primary school teachers. Changes in the education system will serve to improve the quality of the educational process by training teachers and improving pedagogical methods. This, in turn, will lead to the successful development of students in the process of acquiring knowledge.

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