

# The Main Trends in the Development of the Process of Training Future Primary School Teachers in Higher Education

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**Annotation.** The article focuses on the fundamental principles, systematization of updating the content of primary education, which has become an urgent problem and requirement for the development of the system of continuous professional pedagogical education, increasing the level of professional pedagogical training of primary school teachers. based on the integrity, consistency and practice-oriented, the main trends and necessary factors in the development of the process of training future primary school teachers in higher education, as well as competitive in the process of higher education, able to quickly adapt to new conditions, the issue of formation of a modern specialist who can work effectively in the labor market at the level of the requirements for the qualification of specialists is analyzed.

**Key words:** education, student, qualification, specialist, demand, need, problem, condition, quality, result.

**Introduction.** The state policy in the field of education, which is aimed at a specific goal, has been recognized as one of the priorities for the development of society. The urgent task is to form a mature specialist who fully meets the requirements of the ongoing reforms in society, is competitive in the industry, able to adapt quickly to new conditions, as well as effective in meeting the requirements of the labor market.

In recent years, the country has become more focused on higher education, including the training of primary school teachers [1]. The current level of development of society is the development, development of personal qualities of the future professional, the formation of knowledge and skills, updating, changing, improving all components of the educational process: goals, content, methods, organizational forms and teaching aids characterized by Therefore, one of the important tasks of the system of training primary school teachers is to develop a knowledgeable, creative person who is able to constantly develop in the current changing socio-economic conditions, to learn independently, to successfully carry out life activities. . This requires new forms and methods of education, updating the content of education.

**Main part.** Today, the training of primary school teachers requires the qualities of future professionals who, on the basis of a high level of knowledge and professional skills, can analyze pedagogical activity and the production process, promote new non-standard ideas, be able to apply in practice rational, modern methods and tools, new methods of mastering professional and scientific information. Therefore, it is necessary to significantly change the nature of professional training of future primary school teachers. Addressing these issues will require a transition to a new level of quality in primary education teacher training.

Independent creative thinking and initiative do not arise spontaneously in the process of acquiring knowledge, their development requires special pedagogical influence [2].

Increasing requirements for the level of professional pedagogical training of primary school teachers have become an urgent problem and requirement for the development of the system of continuous professional pedagogical education. , remains an important factor based on consistency and practice orientation.

The purpose of training primary school teachers in line with modern requirements is to create conditions for the formation of a professional, highly professional, socially active,

independent creative educator [3]. The growth of the role of education in the current socio-economic situation, along with the traditional tasks of the educator in the context of educational renewal, to predict, design and develop the educational and socio-cultural environment in terms of content and duration of the process professional duties such as organization are also important.

The great achievements of the education information system have led to the need to expand the scope of information and improve the education system. The main disadvantage of higher education is the lack of student activity, the student often receives only ready-made information, which does not meet the requirements of the present time. During the transition to the information age, in the context of educational renewal, the implementation of modern teaching technologies, the development of a culture of independent learning, self-improvement and self-control in students, preparation for effective professional activity. The need to achieve a level of training that meets modern requirements is becoming increasingly important for educators. The current state of training of primary education specialists, the search for new ways to improve the quality of their theoretical training, preparation for independent creative work and, most importantly, the search for tools and methods of preparing graduates of pedagogical higher education for theoretical and practical activities requires [4].

In addition to traditional methods, the field of education includes developmental teaching methods and, above all, project methods that allow for the effective development of the ability to carry out creative activities, the full development of the individual. In order to improve the pedagogical process aimed at the design method and the formation of the student as a subject of knowledge acquisition and change, it is necessary to prepare teachers of vocational education for innovative activities, pedagogical design, organization and conduct of educational design activities.

There are 5 levels of pedagogical activity:

1. (minimal) reproductive: the educator is able to communicate what he / she knows to others;
2. (lower) adapted: the educator is able to present his / her ideas to the audience in his / her own way.
3. (intermediate) local modeling: the teacher acquires a strategy for the formation of knowledge, skills and abilities in children in a particular field of science.
4. Systematic modeling of (higher) children's knowledge; the teacher knows the guidelines for developing science skills in children.
5. (highest) modeled systemic activity and child behavior. In this case, the educator acquires guidance in teaching his subject in such a way that, as a result, it serves as a means of self-education, self-education, self-development in the needs of the child [5, 6].

The concept of high productivity plays a key role in pedagogical activity.

Pedagogical activity, like any other activity, has a psychological content that reflects its motivation, purpose, subject, means, methods, products and results. Scientific (theoretical and empirical) knowledge can be seen as a means of pedagogical activity. Auxiliary tools can include hardware, computers, graphics [7].

With the development of society, the importance of deep knowledge, innovations and ways to apply them in practice is growing, that is, knowledge is playing a key role in economic development, radically changing the role of education in life, in its various spheres. Efforts to acquire, update and develop new knowledge, information, skills and competencies have become the main characteristics of modern professionals. A new type of economic development in today's information society requires professionals to constantly improve their professional knowledge and skills. The essence of the transition from the concept of functional training to the concept of personal development is not only the transition from the system of training specialists to meet the needs of the individual, but also the individualized nature of education, which serves its self-expression and development. implies This can be an incentive to develop different educational programs that take into account the individual capabilities of students and teachers. An important factor in the development of education is the formation of students' reading skills, independent work skills using modern and promising information technologies.

The last decade has seen an acceleration in the renewal of technology and knowledge in various areas of human activity. The development of the concept of continuing education and its application in practice are relevant today.

**Results and Discussions.** One of the main trends in the modern education system is shifting from direct teaching to individual student engagement. The role of lectures and workshops is unique, of course, but a significant part of the learning process can take place during individual consultations with the teacher on a specific topic or issue.

The main feature of modern education is that a graduate of a higher education institution should develop the ability to acquire certain knowledge and skills, not to acquire a certain set of knowledge and skills, but the qualities of initiative and independence, not diligence [8]. The role of the higher education teacher is to shape and develop the student's ability to self-improve. To accomplish these tasks, you need to be a professional educator who can work with the learning processes and their development, unlike a teacher of a particular subject or field [9]. A professional educator is not an educator in his her field, but an organizer of the educational process in solving creative problems and organizing students' multifaceted learning activities.

The prospective teacher should have the following qualities:

1) personal qualities of the teacher:

- to love children, to love them;
- intelligence;
- diligence;
- activity in public affairs;
- humility;
- humanity, kindness;
- uddaburonlik;
- striving to improve one's knowledge;

2) Professional knowledge:

- understand the essence of the process of education and upbringing, its goals and objectives;

- knowledge of the basics of psychology, especially the basics of youth psychology and pedagogical psychology, acquisition of ethnopsychological knowledge;

- knowledge of the basics of modern pedagogy;

- mastering the methodological foundations of modern pedagogy;

- understand the psychological and pedagogical characteristics of kindergarten children;

- know the effectiveness of educational impact on children;

- knowledge of the content of educational work with parents and the community;

3) Qualities of the profession:

- tutor observation;

- be able to focus;

- development of pedagogical imagination;

- be self-critical;

- self-control, self-control;

- pedagogical tact;

- emotional expression of speech;

4) Individual pedagogical achievements:

- be able to select the materials needed for the lesson;

- be able to manage children's learning activities;

- be able to plan for the development of children's knowledge in the process of education and upbringing;

- to be able to form pedagogical tasks and plan educational work;

- be able to plan their activities to lead a children's team;

- be able to plan learning objectives;
  - be able to plan the system of preparation for educational work;
- 5) Organizational skills:
- be able to organize a children's team;
  - be able to lead a team of children in different situations;
  - be able to engage children in something and activate them;
  - be able to quickly apply their knowledge and experience in solving practical problems;
- 6) Communicative skills:
- be able to attract children;
  - be able to restore purposeful pedagogical relations with children and parents;
  - be able to regulate children's interpersonal and intra-community interactions;
  - be able to communicate with children and parents from the outside;
- 7) Gnostic skills:
- be able to determine the level of neuropsychological development of children;
  - be able to critically analyze the results of their experience and pedagogical activities;
  - be able to study the experiences of other educators and draw the right conclusions (theoretically and practically);
- know the use of psychological and pedagogical literature;
  - understand children correctly and explain the reasons for their behavior;
- 8) Creative qualities:
- Striving to improve their pedagogical skills;
  - Ability to develop and implement a program of child rearing;
  - be able to put himself in the child's shoes and look at what is happening;
  - the desire to anticipate the consequences of their pedagogical impact on the child.

Today, society is constantly evolving information technologies, especially multimedia, virtual applications and global networks. The use of these technologies in different areas of human activity poses different challenges. The Internet, which is causing the most social changes, is a global computer network - a source of various information collected by mankind, which qualitatively radically overcomes the entire system of collection, storage, distribution and use. changed [10]. Adopting Internet technologies means adopting a new information environment with unique tools. These tools allow not only to receive fast information, but also to develop thinking skills, a new approach to solving creative problems, to change the existing thinking activity. The Internet is undoubtedly one of the great achievements of the 21st century, allowing society to be informed. But today there is a shift from the use of the Internet to the search for solutions to the problems associated with the wider use of telecommunications in various areas of human activity. In order to successfully solve the problems that arise in the process of informing the public, it is necessary to develop an individual's information culture. This problem can be solved by a system of continuous education, which reflects the impact of information at different stages. Since education is the basis of the socio-economic and spiritual development of any society, the informatization of education should include the humanitarian aspects. The technocratic tendencies of teaching through electronic systems do not correspond to the tendencies of modern education, which consists of the transition of the pedagogical process from the educational paradigm to the paradigm of personal development. At the present stage, in order to achieve educational and developmental results of personal development, education faces the task of developing methodologies, methods and techniques that combine the information, demonstration and interactive capabilities of computer technology, including Internet technology.

**Conclusion.** Another important feature of education is its globalization, which is reflected in the process of global integration, the acceleration of cooperation between countries in various fields. The development of new information and communication technologies creates great opportunities for international cooperation and exchange of experience. Such opportunities can help address the

challenges facing education by integrating different education systems while maintaining national identity.

The current state of training of primary education specialists requires the search for new ways to improve the quality of their theoretical training, preparation for independent and creative work, and most importantly, the search for tools and methods of preparing graduates of pedagogical higher education for practical and professional activities. The upbringing of a harmoniously developed generation, the formation of junior specialists in various fields depends on the quality of professional and pedagogical training of teachers.

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