

IMPROVING THE PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL STUDENTS FOR EDUCATIONAL ACTIVITIES

Muxamadaliyeva Madinabonu Bohodirjon qizi
Teacher of the Department of Primary Education Methodology,
Fergana State University

ANNOTATION

In accordance with the priorities set out in the Action Strategy for the further development of the Republic of Uzbekistan, the personal development of future teachers of professional education in higher education institutions was considered a topical issue. In increasing the spiritual needs of the student's personality, it is important to take into account the psychological requirements that require attention to his inner world, which has a special logic of development. Therefore, their ability to self-develop is ensured by the fact that they are equipped with development tools, the ability to possess it rationally, and their systematic use.

Keywords: modern pedagogical requirement, innovation, bachelor degree, pedagogical activity, educational effectiveness, personality development.

In the current conditions, the requirements that society imposes on the school are increasing every day, and the task of solving these requirements correctly in practice depends on the teacher.

A modern school teacher performs a number of tasks. The teacher is the organizer of the educational process in the classroom. The teacher is one of the sources of knowledge when giving the necessary advice for students during classes, in additional classes and at the same time in extracurricular situations. Many teachers, acting as class leaders, are considered organizers of the educational process.

A modern teacher cannot be a social psychologist, because it is necessary for him to be able to establish interaction between students, to know the use of socio-psychological mechanisms in the children's team.

The teacher, as a member of the pedagogical team of the school, takes a direct part in organizing the activities of school life, participates in methodological associations of teachers of various disciplines and class leaders, and performs assignments. While each teacher gives lectures and talks in front of the parents and the public of the students, it means that he is also a teacher of pedagogical knowledge.

As you know, pedagogical activity is one of the most complex areas of human labor.

Of the requirements imposed by society, the most important are focused on the personality of the teacher and his qualities related to his profession.

The most important characteristics of a teacher are as follows:

- the teacher's loyalty to his homeland, the desire to love children, educate them in the spirit of humanism, love of his country, his native language, the history of his people and its culture, living in the idea of the independence of his state;
- high sense of social responsibility;
- the fact that His Majesty, mind, wisdom, spiritual purity instill high goals in children on spirituality and enlightenment;
- to be able to capture oneself, to be patient, to be steadfast, to be steadfast.

The main requirements that society imposes on the teacher are:

- knowledge of the essence of spiritual and educational education of a person, national ideology and universal wealth, education of children in the spirit of independence, loyalty to their ideas, love for their native nature and family;
- have extensive knowledge, be aware of different knowledge;
- To have in-depth knowledge of age and pedagogical Psychology, Social Psychology and pedagogy, age physiology and school hygiene;
- to have a solid knowledge of the subject in which he teaches, to be aware of the new achievements and shortcomings in World Science in his profession, field;
- Mastery of the methodology of education and training;
- Creative approach to his work;
- knowing children, being able to understand their inner world;
- Possession of pedagogical techniques (logic, speech, expressive means of education) and pedagogical tact;
- Constantly improving one's knowledge and pedagogical skills.

Every teacher must strive to be able to fully meet these requirements.

Along with the requirements imposed by the Teaching Society, one should not forget what the administration of the school, colleagues, students and their parents expect from it in their activities.

What the teacher expects from his work is of self-importance, in this way the expectations will have their own characteristics, even if they correspond to the requirements imposed by the society on the teacher. But these requirements may not all the time coincide. Studies carried out by psychologists show that public education departments and school principals evaluate in different ways how important certain qualities of a teacher are. In particular, if the heads of public education departments require the teacher first of all to know his subject well and to master the teaching methodology perfectly, the school directors put such students in third place, which are put on the teacher. At the same time, the heads of public education departments do not pay much attention to how important it is for teachers to know how to communicate with students and parents, with the school team, while the school

director puts such qualities in the first place within the requirements that are poured into the teacher's personality.

Parents expect from the teacher the skill of raising and educating their children, regardless of his length of service and age. Students, on the other hand, characterize teachers on three different qualities. In particular, firstly, the qualities of the teacher's humanity, fairness, pure conscientiousness, love for children; secondly – depending on the external qualities and behavior of the teacher associated with his sensitivity, exactingness; thirdly, they characterize the teacher by his qualities related to the educational process, such as his knowledge of his subject, the ability to explain it.

It should be noted that along with the requirements for increasing the effectiveness of the educational process, social requirements for the personality of the teacher and his activities are also growing.

Priority tasks "promotion of research and innovation activities, creation of effective mechanisms for the implementation of scientific and innovation achievements in practice", set out in the strategy of actions for the further development of the Republic of Uzbekistan; indicate the relevance of issues of development of the educational personality in educational institutions. And the issues of personal development in the educational process were interpreted mainly as the upbringing of collectivism, the interaction of the individual and the team. Currently, the socialization of the content of education is gaining popularity; the value of the spirituality of the individual is rising in interpersonal relationships. Also, the definitions themselves, given to the concept of "person", imply its development.

In the preparation of teachers of vocational education in the world for professional activities, it is of great importance to teach them independent action and self-development on the basis of their personal and professional qualities (reflexivity, self-activation, creativity, positive "Misconception" and the search and processing of optimal information and the effective use of information technologies in the educational process.

Therefore, it is relevant to study the scientific and pedagogical foundations, significance and possibilities of effective application of personality-oriented technologies in the development of the student's personality, the fact that little attention is paid to the issues of their orientation to pedagogical creativity, the pursuit of innovation and creativity, and the formation of their ability to conduct innovative activities.

One of the conditions for the development of the student's personality is the organizational learning process. However, first of all, it is necessary to clarify what exactly "personality development" means. In its essence, the development of a person refers to the range of his capabilities and realized abilities, and as a consequence – actions, aspirations, knowledge, and the expansion of social activity. From a pedagogical point of view, personality development means goal-oriented expansion in

the context of "I can". The concept of "I can do" in itself does not imply that the student has entered into some type of activity and ensures his success, since it is not accompanied by a certain basis, reason, motivating forces and aspirations. Because, the term "I can do" is not exactly equivalent to a set of skills. It also covers the individual's aspirations to include.

In the increase in the needs of the educational personality, it is important to take into account the psychological requirements that imply attention to the inner world of development, which has a private logic. The ability for self-development is ensured by the equipment with the means of development, the ability to rationally own it and their systematic use. We studied self-development as enriching, perfecting, socializing, and moving a person with his direct participation. Consequently, the educational process should be aimed at the formation and improvement of students' aspirations, first of all, within the framework of a person-oriented approach.

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