The Use of Teaching Skills and Pedagogical Technologies by Primary School Teachers

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ABSTRACT

Today, quality education is the reason for the development of all areas. At a time when the field of education was rapidly developing, the development of teachers became a period demand. Access to technology and Digital Networks is also entering the educational system of Uzbekistan today. In the period when teaching continues to improve the quality of primary education, it will be necessary to update, develop and train with the change of times and technology. This article focuses on the development of the process of teaching in the conditions of Primary School, the characteristics of XXI century education and the factors affecting it, as well as the process of passing the course in primary education under their influence.

Keywords: Elementary education, lesson process, techniques, interactive lessons, development, increase the quality of Education, increase the interest of students

Passing a course in primary education, which is the starting point of the educational system, requires strong pedagogical and psychological skills both from the responsible and the teacher. In addition, the teaching of students using modern teaching techniques will also have its impact on the future of children. The development of digital infrastructure in schools, the import of pedagogical and technological knowledge and concepts about the development of students, is important in ensuring the characteristics of teaching in the primary classes in the 21st century. Since the primary school curriculum has a symbolic character, teachers have a certain freedom of choice in the choice and weight of curriculum, teaching methods and materials.

In order to design the teaching in Primary School in a way that is appropriate, vibrant and stimulating to the children, teachers should be able to teach different teaching methods depending on the situation and test the forms of education that are appropriate to the primary school. The professional development of a teacher can be described as an activity that increases and imparts knowledge, skills and competency to an individual as a teacher. Teacher development is the whole process that involves learning, training and development as a teacher. This will give the teacher sufficient preparation to meet the growing needs of students and parents in and out of the classroom. Primary education is usually the first stage of pre-school education/after kindergarten and pre-secondary education. Primary education is carried out in primary school, primary school or primary and secondary school depending on its location. The international standard classification of Education assumes that primary education is one-stage, where programs are usually designed to acquire basic skills in reading,

writing and mathematics and form a solid foundation for reading. It is considered the first stage of primary education or basic education.

Primary school teachers' professional development programs for professional growth and development will have to do more research, mainly by observing the students and learning their desire desires. Such practical applications are carried out by the school within the framework of the teacher development plan or at an individual level for self-improvement. Teacher development-this is the goal of teaching yourself as a professional or improving your skills, which in turn will serve to improve the quality and knowledge of students in primary education. For Primary School students, teaching a lesson in an interactively organized way: through playing learning, Open Learning, project-oriented learning, through discovery, through information learning, repetition and exercise are much more effective techniques.

In primary education, too, computers should be used independently of the opportunities they offer, purposefully and individually to encourage learning and creative work. In primary school, the content of teaching is structured in disciplines, but separate disciplines should not be separated from each other, since the teaching of knowledge requires interdependence and, therefore, the installation of a science-based approach. Based on the primary school curriculum, the aim of primary education is to provide basic and balanced education in social, emotional, social and physical fields. Considering the individual requirements of Primary School students, primary schools should perform the following tasks:

- develop and encourage students ' aspirations, skills, interests and talents for knowledge;
- to strengthen and develop students ' confidence in mobility;
- strengthen and develop their social competence (responsible behavior, team spirit, integration, development and adoption of rules and norms, critical thinking);

- improve their language skills (communication, expression);
- develop and disseminate basic knowledge, skills, ability, understanding and attitude that will serve;
- possess reading, writing and arithmetic skills (including the use of modern communication and Information Technology in a way that is suitable for children);
- make contact and deal with the environment;
- extensive development of artistic and technical skills, physical and motor skills;
- gradually develop the right attitude to reading and learning (perseverance, care, accuracy, willingness to help others and caution);
- it will be necessary to direct students towards targeted, independent and targeted learning (based on more game forms of learning until they come to school).

It is regarded as one of the most traditional methods of teaching that draws the attention of the student to the teacher. Teachers are responsible for the class and manage all classes. Usually, in this way, children sit on separate tables, where they meet face to face with the teacher. Although it is possible to work in a group, most of the lesson time passes with the teacher with an explanation and the appointment of an individual case. The methodology directed at the teachers has recently become unattractive, since this strategy of teaching is liked by passive students. Ideally, teachers prefer their students to actively participate in the learning process. The teacher-oriented approach does not facilitate the strategic goal. Instead, controlling the behavior of students is a priority task. One advantage is that problems with behavior are usually easy to manage in this environment. Another advantage is that the student skips the subject because the

teacher manages everything that happens in the classroom. Despite the advantages, there are many disadvantages of the teacher-oriented approach. Most importantly, children can not take advantage of the social benefits of other approaches. In addition, children are not able to direct their knowledge and play an active role. Life skills such as collaboration, critical thinking, debate, etc. They are more difficult to acquire in a teacher-oriented classroom.

With the introduction of new technologies into school curricula, teachers and school leaders begin to rethink all aspects of classroom information. New, innovative methods of data collection are constantly being developed, which offer new variants of continuous formative, final aggregation and alternative evaluation. What exactly do research-based learning strategies mean? Although it may be difficult to establish curricula due to advanced technology integration, schools are looking forward to the future. Below are the effective methods of teaching lessons to primary school students of the XXI century.

Interactive-style online gaming applications - the recent innovations in educational apps have resulted in better use depending on the interests of the students. At the same time, the use of educational-related games that increase skills in English and other subjects is very handy in attracting primary school students to the lesson. As students begin to make easy use of online games for learning, teachers can engage their students in precise settings of skill areas such as mathematics and science through new applications.

The creation of a digital literacy curriculum can be based on the stages of Student Development, and teachers should also know the risks involved in integrating technology and what can be used in the classroom (for example, distractions). With the increasing number of teachers using technology in tutorials and schools allowing students to engage in content through digital literacy, it is imperative that some schools adopt formal curriculum and digital literacy plans for digital literacy. Therefore, it develops the ability to use the internet in the readers, content to choose and sort information to the desired/unnecessary. The field of digital literacy is also becoming more and more important in the coming years, as new approaches to learning are adopted with the help of new technologies.

Self-directed professional development - in recent years, we have seen an increase in professional development (PD) for teachers, which includes video and other content that can be transmitted through interactive online seminars or web browsers. One of the recently published articles offers online options that teachers can choose from. Since primary school teachers are increasingly demanding their skills to comply with ethical and legal guidelines and to meet the latest standards, some school districts turn to self-administered, online modules to give teachers the opportunity to supplement their interactive teaching components.

Currently, interest in the application of interactive methods and information technologies in the educational process is increasing day by day. One of the reasons why this happens is that by this time, in traditional education, students are taught to acquire only ready-made knowledge, while the use of modern technologies teaches them to search for the knowledge they possess, independently study and think, analyze, and even draw the final conclusions themselves. The teacher in this process creates conditions for the development, formation, acquisition and education of the individual and at the same time performs the function of management, directing.

In conclusion,

The purpose of primary education is formulated in accordance with the need of the society. Therefore, the purpose of education should be appropriate and proportionate. It was noted that the purpose of education in the scientific literature is to create the right, accurate, appropriate use of the opportunities, skills and skills, develop logical and creative thinking, increase communicative literacy,

integrate the National idea, form education, the expression of spiritual enrichment of a person. On the basis of educational purpose, the culture of their communication is improved by independent thinking, increasing oral and written literacy, developing logical thinking. On the basis of educational purpose, spiritual, ideological, spiritual education is provided. In the process of language learning, it becomes possible to approach the cultural and moral values of the people. The transition from modern techniques to teaching, based on technical technologies, interactively and interactively, will certainly give a positive result when teaching students in primary education. Especially effective are considered lessons based on "smart games" in children aged 7-10 years. But also, children at this age love to play the game. Therefore, in teaching, it is necessary that the teacher, as far as possible, refrain from traditionalism, monotony, constantly strive for innovation and work tirelessly on himself.

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