



Mechanisms for the Implementation of Theoretical and Methodological Training of Future Primary School Teachers

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ABSTRACT

It is important to conduct theoretical and methodological training when preparing students of pedagogical universities for pedagogical activity. The article provides information about the conditions, forms of implementation, stages of theoretical and methodological training of students. There are also trainings, games, exercises that serve to increase the effectiveness of theoretical and methodological training of students during practical classes.

Keywords:

Teacher, Student, Pedagogical Training, Theoretical And Methodological Training, Lectures, Practical Classes, Independent Work, Methodical Exercises, Games, Trainings.

Introduction. Theoretical and methodological training is carried out during lectures and practical classes on the methodology of teaching specialization subjects (native language, mathematics, natural science, technology), in the process of independent work performed by students.

The organization of methodical subjects by teachers is carried out by considering and introducing important information on certain aspects of the course. Assessment of students' readiness to study, familiarization with learning conditions, in-depth knowledge of the content of educational material - information about theoretical and practical learning conditions is considered.

Special conditions for the preparation for the theoretical and methodological process are determined by the following three methods of analysis:

The first level is the preparation of students: the presence of motivation; the restoration of previously acquired knowledge in memory, armed with theoretical knowledge from the relevant field of science, etc.

The second level is teacher training: the teacher's possession of theoretical and

methodological knowledge in the relevant field of science, analysis of pedagogical conditions.

The third level is the didactic level of training: the readiness of educational materials, visual aids, provision of the necessary information and communication technologies.

Literature review. Students' motivation for education is formed by the teacher, and the educational process is organized within the framework of this interest. In the system of methodological training, there is a need for a student's future professional activity in order to develop the necessary knowledge, skills and behavior. The requirement for the teacher's level of training should also be focused on the fact that during the training he received the best results.

As a result of the analysis conducted before the start of classes, the teacher will have certain information about the group of students. Since their professional abilities, personal circumstances, psychological and pedagogical characteristics are different, new cases also always arise. They, in turn, must be mastered by the teacher.

The process of preparation for theoretical and practical training in the subjects of the specialty is carried out in the following stages in a logical sequence of interaction:

1) Definition of the goal; 2) Assignment of tasks; 3) Preparation of textbooks and didactic materials; 4) Organization of training.

Definition of the goal. At the beginning of lectures and practical classes on the methodology of teaching specialty subjects, educational goals are determined. Theoretical and practical training are training courses aimed at achieving a specific goal. This is a sequence of actions process that serves to define the overall learning goals and achieve this goal. For the formation of theoretical and practical training, it is important to develop common and identical goals. Learning objectives are divided into the following types:

General educational goals. General educational goals will consist of a descriptive description of the result expected to be achieved at the end of the educational process. The study will focus on the goals of learning and teaching in accordance with the type of activity of participants in the educational process. Thus, the educational goals of any educational program determine the content, methods and means of teaching.

Identical educational goals. Educational goals can be expressed in different ways depending on the scale of the educational process.

On the basis of common educational goals, identical educational goals are developed. In turn, from the point of view of the content of each subject, small identical goals are determined and tasks are initiated by selecting goals to achieve this goal.

Assignment of tasks. Educational tasks are set in three directions individually for each lesson:

the first direction: preparation for the educational process - preparation of textbooks and didactic materials based on the goal, development of a technological map, formation of motivation;

the second direction: the implementation of goals - the phased implementation of the activities of the teacher and the student on the

basis of the technological map, the transfer of information to students, the formation of practical skills and the presentation of tasks for the processing of mastered information, analysis and synthesis;

the third direction: evaluation of results - determination of the level of knowledge acquisition by students, assessment, discussion of the achieved result and correction of shortcomings.

Preparation of textbooks and didactic materials. Educational and didactic materials are any sources of information that provide the knowledge necessary for teaching and assimilation in the educational process. Course materials, manuals, tables, instructions on the use of equipment or tools - textbooks and manuals, dictionaries and glossaries, course materials in practical classes are used as educational and didactic materials in lecture classes.

In addition to the didactic provision of such an educational process, figurative and visual means are also included.

Scientific novelty of the article. Audio materials are very complete and vivid, object-oriented, real images of computers, virtual stands, technological processes and tasks that serve to form both visual materials and visual representations.

Organization of the lesson. The lesson begins with a conversation that will be interesting for the audience (it may also not be relevant to the lesson). An interesting discovery, invention, news or a story conversation, especially not related to the topic of the lesson, will help attract the attention of students.

If the teacher enters the classroom for the first time and meets students for the first time, then he begins the lesson with an acquaintance. This tactic creates students' self-confidence, students feel the respect with which they are treated. Based on the described and selected academic disciplines and modules, the purpose of the subject, its general meaning, and the role in the activity, the teacher will tell a story. This position motivates students. On the basis of

motivation, the teacher creates the necessary conditions for further activity.

Analysis and results. At the next stage, the teacher tells students about pedagogical activity, her hard work and begins to understand a new topic. That is, he lectures on the basis of clear evidence, organizes discussions, uses round tables, didactic games, interactive trainings. And in practical classes, the subjects mentioned before starting a new topic should be returned briefly, generically.

Visual aids are used during the training, students are given handouts. This will facilitate the assimilation of educational material.

The next task of the lesson is to give tasks to determine the level of acquired knowledge. It is important to teach students the correct use of tasks that create the opportunity to think independently and work independently, the practical application of the knowledge gained. Students will have the opportunity to move from the relatively passive stage of knowledge acquisition to the next active stage.

Each task or exercise performed by students should be evaluated. It is necessary to attach special importance to the final conversation with students at the end of the subject. Such conversations are an accessible opportunity for students to determine the achievements, the level of achievement of the lesson goal, the content of the teacher's subsequent activities.

In some cases, practical training can be combined with a lecture session. There are principles, specific forms and types of organization of practical classes. In particular, in accordance with the management method, practical classes are divided into direct and indirect controlled types. The teacher uses lectures, presentations, visual aids in practical activities that are directly controlled. Such didactic materials include diagrams, images, videos, models, pictures. High-quality visual and educational materials are interesting to students, and they study them carefully. Training sessions based on questions and

answers, problem analysis, will have a positive impact on the quality of education.

Most of the lectures and practical work depend on the theoretical and methodological training of the teacher. But, in turn, the training of students also in the established order of training is one of the factors that ensure the quality of training. The level of preparation of students for training is determined in the following aspects:

- * the level of familiarization with the curriculum and the program of educational material;

- * timely completion of independent educational tasks: familiarization with relevant scientific resources on the subject, collection of information from the necessary sources in the media.

In addition to participating in lectures and practical classes, a student will not be able to master this area deeply if he does not learn to work independently. Books, textbooks serve as a tool. But this area cannot be studied only by a book or by a teacher. The student is obliged to independently conduct research to find solutions in this area. It is planned to allocate 30-35 percent of the total load for independent study in the bachelor's degree curriculum. This means that students have enough time and opportunities for a reasonable and effective organization of this process by a science teacher to perform independent graphic tasks. In this regard, it is necessary to recognize that the development of independent learning activities of students is the basis of the educational process. The independent teaching method plays a key role in the development of students' learning activities. In other words, the main driving force of students' cognitive activity (educational, research and practical) should be reality.

It is not only about increasing the number of hours for independent work, but also about strengthening the role of independent training of students, as well as increasing the ability of students to study and self-development in the organization of the educational process at the university. It is known that when creating an independent education, it is necessary to find its confirmation in a certain sense of the issue

of global professionalism, since this is not only the task of increasing the requirements for knowledge and skills in a particular subject, the formation of an independent worldview, as well as the development of creative and scientific thinking in the student's personality as a creative technological approach in this process requires the student to think quickly and active actions. Because only when the student's activity becomes a creative activity, the scientific organization of labor, the productive use of time is realized. That's when the student will be able to focus their attention on a specific object based on interests. In the course of studying the methodology of teaching specialty subjects, students will be able to analyze relevant scientific and methodological sources; study media materials; study the experiences of innovative teachers; prepare essays on pedagogical problems; widely use methods of data collection, preparation of presentations and other similar methods of problem solving.

In the process of preparing for the lesson, the teacher must comply with the following requirements:

1. Activate students' memory.
2. Build on the basic knowledge and skills needed to master new knowledge.
3. Create an emotional situation that promotes the awakening of interest in the educational material;
4. Establish constant control over the process of students' acquisition of knowledge, skills and abilities.
5. Proper selection, organization and control of students' activities (oral work, interactive activities, independent, creative, reproductive, creative, etc.).
6. Clearly define the amount of knowledge that students should master during their studies.
7. To ensure the mutual proportionality of the age characteristics of students, the content of the curriculum, the selected methods and the selected educational and didactic materials in the preparation process.

Conclusion. The above requirements for the implementation of theoretical and

methodological training of students for pedagogical activity serve to increase the efficiency of the process, the adaptation of teachers to the pedagogical process in the future.

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