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### IMPROVING THE METHODS OF EDUCATIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS

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#### ABOUT ARTICLE

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**Abstract:** The article examines ways to enhance teachers' abilities in relation to school-based methodological recommendations for work, the implementation of such didactic elements by teachers as principles training, educational material, instructional strategies, multi-level independent work, and control knowledge.

#### INTRODUCTION

The educational system in schools is changing noticeably to meet the demands of contemporary society. They have to do with objectives, goals, and teaching and learning strategies. Additionally, a primary school teacher who follows the Federal State Standard for the next generation of students appears to us as an organizer, consultant, expert, and facilitator in addition to being a mentor. He has great expectations since he is well educated, purposeful, competitive, proactive, and in good bodily and spiritual condition.

Observations show that the school education system is not always ready for these requirements. The teacher experiences certain difficulties in finding the conditions for achieving his goal. He needs improve your teaching skills to successfully solve the problems of modern education. In pedagogy since ancient times it has been emphasized that the teacher's continuous work on himself is one of the prerequisites for his successful educational activities. A teacher can only educate and educate while working on his or her own upbringing and education. Until then, he or she can only educate and educate while others are working on their upbringing and education. What obligations does a teacher have?

Relying on tradition in the creation and use of new pedagogical techniques is a requirement for enhancing a teacher's professional abilities. When the school has a specially organized system of methodological work, this task will be successful.

A lot of schools have organizational coordinating bodies of methodological activities and methodological guidance at the initiative of management and teachers. The methodological council of the school decides on strategies and techniques to enhance teachers' instructional activities. It points out issues that are then examined and spoken about through seminars, workshops, lectures, etc. This is how methodical work at school creates a general program. The goal of problem-based seminars and workshops is to theoretical and practical teacher education are combined. They encourage one's own education exposing students to the world of pedagogical advances through their actions. An important condition for improving pedagogical skills is the creation of a school best practices as a form of methodological work that mainly implements goals and objectives individual and collective mentoring. Schools of Excellence are a permanent non-staff body designed to contribute to the improvement of educational, methodological, organizational, methodological and scientific methodological activities.

The development of proposals for preparing (adjusting) educational programs, systematic analysis and updating of training work, planning of subjects and extracurricular activities, and monitoring of program implementation (completeness performance, level of teaching, etc.) are all aspects of educational and methodological work. In this work, it's critical to rely on the composition training course determination principles outlined by E.N. Leonovich, Yu.A. Serebrennikova, and A.V. Kalinchenko. The organization of problem and creative circles is a component of organizational and methodological work. Optional courses to help students be ready for competing in Olympiads. Scientific and methodological work involves analyzing the content of various educational and methodological complexes, studying the positive experience of methodological work in other educational institutions and its distribution among teachers, organization of scientific and methodological seminars and other forms advanced training. The need to manage applicants to educational the establishment of information flows was emphasized in the article by A.V. Kalinchenko.

In connection with the granting of greater rights to the school in organizing experimentation, search work, the activities of problem (innovation) groups are becoming increasingly recognized. The content of teachers' work is discussed at scientific and pedagogical conferences, pedagogical readings. Creative reports from teachers or methodological associations are the final form methodological work. Improving pedagogical skills goes in two main directions, which are closely are interconnected - this is the improvement of pedagogical skills, controlled from the outside, (organization methodological

associations in schools, advanced training courses), as well as improvement mastery, controlled from within, by the teacher himself, (self-education (acquisition of knowledge, skills), self-education (formation of worldview, motives and experience, qualities personality), self-development (improvement of mental processes and abilities), study of advanced teaching experience. The most important aspects of a teacher's activity are the establishment and implementation of principles training, development of educational content on this basis, rational choice of methods and methods training, development of multi-level independent work to implement approaches individualization and differentiation, setting up corrective and final control of knowledge students. Reflection is one strategy for controlling the process of a teacher's pedagogical competence improvement. When it comes to himself and his students, a reflective teacher is both a manager and a researcher. Reflection on teaching demonstrates the instructor's capacity to provide unbiased evaluation of your professional.

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