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ENHANCING THE SKILL SET OF PROSPECTIVE PRIMARY SCHOOL TEACHERS TO FOSTER PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

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ABOUT ARTICLE

Key words: Primary education, pedagogy, methodology, educational technologies, educational methods, assessment systems.

Abstract: In this article, the issues of improving the self-development competencies of future primary school teachers, the problems in this direction are discussed.

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INTRODUCTION

With the acquisition of state sovereignty by the Republic of Uzbekistan, the need arose to reorganize the structure and content of personnel training, which led to the approval of the National program for personnel training, consistent with the provisions of the Law of the Republic of Uzbekistan "On Education", aimed at "dramatically improving the personnel potential of the education system, increasing the prestige of the profession of educator, teacher, teacher and researcher." High professionalism of personnel largely depends on the potential obtained in primary educational institutions, on the degree to which its educational needs and professional training are met. In this context, the need to "introduce a differentiated approach to learning in accordance with the abilities and capabilities of the student is clearly stated; creation of advanced pedagogical teaching technologies, modern educational and methodological complexes and didactic support for the educational process; creating a network of centers for vocational guidance and psychological and pedagogical consultation for students." In this regard, the textbook is intended to fill the shortage of educational literature necessary to improve the professional pedagogical competence of primary school teachers.

THE MAIN RESULTS AND FINDINGS

Activity and personality development The influence of environment and upbringing on the development of heredity is complemented by another extremely important factor - the activity and variety of human activities. There is a direct connection between development results and activity intensity. This is another general pattern of development, which can be formulated as follows: the more a student works in a certain area, the higher the level of his development in this area. Undoubtedly, the

limits of action of this pattern are not unlimited: they are determined by abilities, age, intensity, organization of classes, etc.

In the process of activity, a person's comprehensive development occurs, his attitude towards the world around him is formed. In order for an activity to lead to the formation of a designed personality image, it must be organized and intelligently directed. This is the greatest difficulty of practical education. Unfortunately, in many cases it cannot provide opportunities for development; Pupils are sometimes deprived of the most necessary things - active participation in social, labor, educational activities, and are doomed to passive contemplation and assimilation of ready-made truths. The main activities of children and adolescents are play, learning, and work. By focus, educational, social, sports, artistic, technical, and craft activities are distinguished. Its special type for schoolchildren of all ages is communication. Activities can be active or passive. Even the smallest child already manifests himself as an active being, makes demands on adults and peers, and expresses his attitude towards them and objects. In the future, under the influence of environment and upbringing, activity can either increase or decrease. There are any number of examples when a person is busy, works a lot, but acts without desire, without mood. This does not lead to good results. Good development is ensured only by active, emotionally charged activity, into which a person puts his whole soul, in which he fully realizes his capabilities and expresses himself as an individual. Such activities bring satisfaction and become a source of energy and inspiration. That is why it is not so much the activity itself that is important, but the activity of the individual that manifests itself in it.

Activity in learning allows the student to master social experience faster and more successfully, develops communication abilities, forms an attitude towards the surrounding reality, and ensures the child's intellectual development. It is characterized not only by the need to solve cognitive problems, but also to apply the acquired knowledge in practice. Labor activity stimulates the rapid and successful formation of the spiritual and moral world of the individual, determines the willingness to work hard and successfully.

All manifestations of activity have the same constant source - needs. The variety of human needs gives rise to a variety of activities to satisfy them. Showing a growing person useful ones and minimizing false directions of activity as much as possible is a constant and at the same time difficult task for educators. The difficulty is that the needs and motives of activity during the period of intensive human development are mobile and changeable. Therefore, at different age levels the types and nature of activities should quickly change. Mass school education does not always keep up with these changes, but must keep up in order to avoid irreversible consequences.

The activity of a person himself is an indispensable condition for the development of his abilities and talents, and for achieving success. No matter how wonderful educators look after a student, without his own work he will achieve little. Even the great Ibn Sino noted that the student must learn on his own, and the teacher gives him material for learning and guides the educational process.¹⁰ Consequently, with proper upbringing, the student is not so much an object of pedagogical influence, but a subject, i.e. an active participant in his own upbringing. Personal activity is selective. Its development does not occur under the influence of any influences, but mainly those that express the needs of a person, are addressed to his personality, and are based on his own attitude to life. This is not only a prerequisite, but also a result of development. Education reaches its goal when it is possible to form a socially active, proactive, creative personality that brings joy to oneself and others. A reasonable, pedagogically verified organization of a student's activities ensures activity in all its manifestations. To put the student in conditions so that he can actively act, to equip him with such methods of activity that give him the

opportunity to actively apply forces, to study his personal identity, to fully reveal his potential capabilities.

In modern pedagogical practice, there is a need to quickly study the level of development achieved by students. This is due to the fact that it is impossible to effectively manage the processes of personality formation without knowledge of the depth, pace and characteristics of the changes taking place.

Diagnostics is a general way of obtaining advanced information about the object or process being studied. The importance of diagnostics in the field of development is similar to the importance of a well-established arrangement of the nature of the disease in medicine: if its signs and causes of occurrence are identified in a timely and correct manner, and the correct diagnosis is made, then one can hope for a favorable treatment outcome. An inaccurate diagnosis not only devalues the efforts of doctors, but also reduces the patient's chances of recovery to zero. This applies to physical and mental health. Therefore, diagnostics in the field of development is an extremely important practical matter, requiring highly qualified and responsible teachers. The physical development of a student is diagnosed relatively simply. For this purpose, specially designed tests are used all over the world to measure the degree of development of both general and special qualities.

CONCLUSION

Depending on how the student copes with the tasks, a conclusion is drawn about the level achieved and specific parameters of physical development. The data obtained are correlated with age capabilities. An example of a physical development test is the well-known standards, which contain specific tasks and indicators for each age group. Spiritual and social development are extremely difficult to diagnose. The methods used for this purpose are still complex and cumbersome and do not always provide error-free conclusions. In actual pedagogical practice, school psychologists and teachers study individual personality traits, but based on the results of these studies, it is impossible to give a general assessment of the components of development. Mastering simple methods for diagnosing individual aspects of student development is an important component of professional pedagogical training. Of particular interest to primary school teachers is the diagnosis of students' mental activity, behavioral motivation, level of aspirations, emotionality, development of social behavior and other important qualities. The most common method of studying them is testing.

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