

ISSN 2311-2158

The Way of Science

International scientific journal

№ 1 (71), 2020

Founder and publisher: Publishing House «Scientific survey»

The journal is founded in 2014 (March)

Volgograd, 2020

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THE TRAINING IMPROVE FUTURE ELEMENTARY SCHOOL TEACHERS

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Abstract. *This article discusses the improving the training future elementary school teachers. Since the training of younger school children's can formed only on a broad theoretical basis in the process of problem presentation of theoretical material in active discussion of different points of view available to the scientific and methodical literature.*

Keywords: *competence, components, methods, techniques, teaching, preparation, pedagogue, development, formation.*

Increased attention to the training of primary school teachers due to the introduction of a mass school practice technologies and methodologies of developmental education. The logic of scientific fields, their conceptual understanding and synthesis, naturally raises the problem of radical reconstruction of schools, a fundamental change of direction in education.

The start of school – one of the most important moments in the life of a child. From where in the educational system, he will, what will be his first teacher, depends largely on its success and self-actualization in the future. The process of improving professional skills include not only the restructuring and improvement of knowledge and skills of the teacher, but also the improvement of his personality. The significance of this approach to the problem of training of primary school teachers is due, firstly, increased responsibility and complexity of the challenges facing them, and secondly, the lack of science-based development of effective influence on the process of becoming professional skills of primary school teachers [3].

Personality, as is known, is formed in the work, especially in the leading activity. For the teacher is that of teaching activities, the development of which started during the training. Educationally purposeful activity "breeds" (Leontiev) the necessary professional and personal qualities, which then ensures the success of professional work.

Building a unified system of psycho-pedagogical support of primary school teachers in the process of training in high school would, in the opinion of Zapesotsky, enhance their personal and professional development.

A. Zapesotsky wrote that the directions of support can be: the actual teaching and pedagogical interaction; interaction on the basis of the research activities; interpersonal interaction of educational process; interaction on the basis of targeted counseling and educational support to students.

To regulate and measure their performance, enhance its effectiveness, the teacher uses a variety of methods of self-examination, self-control, self-esteem and self-correction, trying to achieve a high level of professionalism and to develop not just the individual, and the individual-best style of its activities.

Pedagogical orientation of the individual as an integral quality, including in its substructure interest and inclination to pedagogical work, love for children, and focus on the development of the individual student.

Educational qualification or professional the necessary knowledge, skills, teaching skills.

Teaching abilities, in particular, teaching, academic, perceptual, organizational, expressive voice, communication, reflective, management, strong-willed (authoritarian), actor (elements), suggestive, projective, constructive, creative, and some others.

Teacher identity of the teacher as a set of ideas about themselves and their profession, self-assessment, definition of their goals and perspectives.

Personality of the teacher is the pivotal factor in academic work, because self-realization of the individual teacher, psychic development aimed at the student is the main content of the teacher. However, in all labor there is a result, in the teacher's work is training and education students. Consequently, the formation of the ability to achieve the best results in their work and to objectively assess their well beyond the scope of training teachers.

In the professional training of students – future teachers need to build flexibility of thinking, the ability to diagnose and predict the development of students, to foresee the results of their actions, the ability to not only put the pedagogical goals, but also to ensure their optimal way.

It should be noted that the main problem of training of primary school teachers abroad thoroughly covered a number of researchers. In particular, scientists recognize that in order to make teacher training more effective, it is necessary to create conditions for the organization of creative educational experience of the student. As a means to implement an individual approach to training is offered: individualized training program; one mentoring, training, built on the basis of seminars, promoting the development of reflective thinking, keeping students' reflective diary, the creation of the students together with teachers problematic model of pedagogical process.

Attracts experience in training of primary school teachers in France. As noted in the studies of N.A. Konstantinov, E.N. Medynsky and V.A. Roterberg first pedagogical condition associated with professional and

pedagogical training of primary school teachers, includes the following:

- ✚ choice of the teaching profession motivation (future students of university institutes are selected on the basis of personal affairs and a special interview);
- ✚ formation of the personality traits of primary school teachers with the help of elective courses: integration of consciousness, global thinking, broad awareness;
- ✚ preparation of the teacher to address contemporary issues: school adaptation of children of different ethnic groups;
- ✚ practical orientation in teaching psychology and pedagogy: future teachers acquire test tasks and their decoding technique [4].

The second condition, providing effective training of primary school teachers, is the modernization of teaching practice in the preparation of primary school teachers. In modern France created three models of organization of teaching practice:

- ✚ pedagogical practice plays a subordinate role;
- ✚ teaching practice students acquire only instructional techniques;
- ✚ practice teaching masters analytical pedagogy.

In the UK, during the training of primary school teachers at universities focusing on deep mastery of the future teachers of one of their main subjects taught in elementary school, as well as the study of the characteristics of teaching children with different physical and mental abnormalities. In British universities, there is a form of learning how to tutor. Tutor, unlike ordinary teacher does not teach any subject, and helps the student to make a personal training plan and advises on the issue during the period of study. Teacher education in England has a number of interesting practical features, such as:

1. The institution is obliged to observe the work of their students in the school at least one year after the release;
2. The institution is obliged to bring to the learning process of the best school teachers [1].

In Germany, a significant proportion of professional training, according to the curriculum of students' independent work. In German universities accepted students practice writing a large number of abstracts, perform creative tasks, projects, etc., records, reports that in the form of presentations at seminars are a condition of admission to the examinations and tests.

At German universities there is a steady downward trend in lecture form of employment and to increase employment in the form of seminars. Practice of training seminars by students. Students have a greater advisory support leading teachers courses. Individual form with students in Germany occupies an increasingly important place in the educational process.

Analyzing the experience of pedagogical institutes and universities around the training of primary school teachers, we can identify the following trends of improving student learning:

- ✚ psycho-pedagogical and sociological orientation content of teacher education;
- ✚ practical training of future teachers to communicate on the basis of training sessions;
- ✚ reform of teaching practice;
- ✚ use of practice-oriented forms of learning: mikropredavanie, simulation case studies, analysis Movies lessons, school and laboratory workshops;
- ✚ use of information technology;
- ✚ increase in the proportion of self-study students.

Since the implementation of this concept envisages the construction of expanded theoretical and methodological framework for modeling the processes of human development as integral individuality; development target, content and technology base, research projects and corrective developing practical developments [2]. The main result, which are oriented professionals support students in pedagogical high school becomes – a return to the essence of the teaching profession, involving:

- ✚ support for achievements and success of the child;
- ✚ help and support the student in the optimistic perception of the world in all its complexity; and in accordance with the policies of modernization of education.

Vocational training forms the students goals and career prospects. It happens, depending on the level of self-esteem and aspirations of the person, taking into account the ideal master teacher, which are oriented students.

Ideal for today's students, as a rule, or is your favorite teacher, or a well-known educator and innovator. Thus, the level of planned achievements is usually high, but the desire for it is not always matched by practical actions, dreams disagree with real success in school, in the passage of supervised practice. Often students blindly copy samples, even better; they are not aware of their strengths and weaknesses and therefore can not develop their own individual style of activity. Incidentally, this also leads to dissatisfaction or partial satisfaction study, the results of the practice, and later professional work. Teachers should help students of high school in the formation of adequate self-esteem and level of aspiration, in order to prevent possible disappointment and frustration because of failures in work.

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Материал поступил в редакцию 17.01.20

ПОВЫШЕНИЕ КВАЛИФИКАЦИИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. В данной статье рассматриваются вопросы совершенствования подготовки будущих учителей начальных классов. Поскольку обучение младших школьников может формироваться только на широкой теоретической основе, в процессе проблемного изложения теоретического материала активно обсуждаются различные точки зрения, имеющиеся в научной и методической литературе.

Ключевые слова: компетентность, компоненты, методы, приемы, обучение, подготовка, педагог, развитие, формирование.