

Improving the Professional Qualities of Primary School Teachers is a Methodological Problem

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Abstract: Primary school teachers are the main foundation of the educational process. Their professional qualities, knowledge and skills affect not only their own, but also the students' future success. Therefore, improving the professional qualities of primary school teachers is one of the urgent problems. This article examines the methodological problems that arise in improving the professional qualities of teachers and ways to solve them.

Key words: elementary school, professional qualities, educational methods, methodological problems, theoretical knowledge, skills.

Introduction. PQ-4884, adopted on November 6, 2020 in order to ensure the implementation of Decree PF-6108 of the president of the Republic of Uzbekistan "on measures for the development of education and science in the new development period of Uzbekistan" and the implementation of this decree on November 6, 2020, "on additional measures for the further improvement of the educational system" PQ-4884, in order to develop the professional skills of teachers, to expand the participation of the private sector in the system, the main directions of further development of education and science in the new development period of Uzbekistan were outlined. Knowledge-based economics requires new models of education and professional training. In this case, it is advisable to improve the system of continuous professional development based on the principle of "life-long study", which has the possibility of social and economic compatibility in contrast to periodic professional development. It is necessary that the teacher knows his subject perfectly and can effectively apply educational methods. The teacher must understand the psychological characteristics of the students and educate them accordingly. The teacher must have the ability to communicate effectively with students. The teacher should have a creative approach to conduct the course process fun and efficiently.

Analysis of thematic literature. There are a number of methodological problems in improving the professional qualities of primary school teachers educational programs designed for teachers often do not meet modern requirements and the needs of students. This prevents the professional development of teachers. The teacher training process is often based on theoretical knowledge with no emphasis on developing practical skills. This negatively affects the effective performance of teachers in the course of the lesson. Seminars, trainings and other activities necessary for the professional development of teachers are often not held or sufficiently organized. Motivation plays an important role in improving the professional qualities of teachers. When teachers have low interest and motivation for their profession, their professional development also slows down.

Main part. The following ways are proposed to improve the professional qualities of primary school teachers. It is necessary for teachers to develop educational programs aimed at developing modern and practical skills. In the process of teacher training, it is important to increase practical trainings and seminars, to create opportunities for sharing the experiences of teachers. To provide professional development opportunities for teachers, such as holding advanced training courses, conferences and other activities [5; 17-18-p].

To introduce a system of incentives to increase the interest of teachers in professional development, to reward successful teachers and to expand their experience. Assessment of the professional qualities of primary school teachers can be carried out through a number of methods and methods. Teachers can fill out special questionnaires or questionnaires to assess their professional qualities. The process provides an opportunity to analyze their knowledge, skills and experiences. A cross-evaluation can be carried out through a teacher evaluation system. This is done by observing and evaluating each other's lessons from teachers. Students' attitudes towards teachers and activities in the course process can be evaluated. Students' opinions and feedback are important in determining the teacher's pedagogical abilities. Through the observation and evaluation of teachers' classes, their pedagogical methods, lesson organization skills, and students' communication skills are evaluated. Observations should be made on the basis of special assessment criteria. Once teachers have taken advanced training courses, their professional qualities are assessed. Changes and developments of teachers are observed throughout the courses. Results achieved by students of teachers (e.g. exams, tests) can be analyzed. These results show the effectiveness of the teacher in the educational process. The pedagogical experience of teachers and their interest in their profession should also be evaluated. This shows how willing the teacher is to renew and develop their knowledge. Through the system of awards and incentives for teachers, their professional qualities are assessed. Recognizing successful teachers and sharing their experiences can be a motivation for other teachers. Assessment of the professional qualities of primary school teachers is a multifaceted process and includes various methods and methods. This assessment process promotes teacher development and serves to improve the quality of Education [1; 32-33p].

There are a number of effective methods in the professional development of teachers. These methods will help to improve the knowledge and skills of teachers, improve their pedagogical style and make the educational process more effective. Organization of special training courses for teachers. These courses provide information about new pedagogical styles, technologies and educational methodologies. Teachers can get acquainted with new ideas and experiences by participating in seminars and conferences. This process helps to exchange ideas and create a network. Experienced teachers can mentor new teachers. This method allows new teachers to learn from experienced colleagues. Teachers can improve their pedagogical style by observing and evaluating each other's lessons. This process helps to exchange ideas and learn experience among themselves. Online courses and resources available via the Internet allow teachers to consolidate their knowledge and learn new skills. Teachers can form mutual communities, discuss teaching methods together, and share their experiences. These communities provide mutual support and support [2; 56-57-p].

Teachers can test new techniques and innovations in their classes and research them. This process increases the creativity of teachers. Awarding and encouraging successful teachers will increase their motivation and increase their interest in professional development. Creating manuals, methodological materials and other resources for teachers will help their professional development. Teachers can identify their strengths and weaknesses by evaluating and analyzing their activities. This process contributes to self-development. The application of various methods and techniques in the professional development of teachers helps to improve their knowledge and skills, improve their pedagogical methods and improve the quality of Education. It is important to choose techniques that suit the needs of each teacher [4; 15-16-p].

There are a number of problems with improving educational programs. These problems create barriers to improving the quality of Education, meeting the needs of students and creating an educational system that is compatible with modern requirements. Many educational programs do not meet modern requirements and the needs of students. This may include older methodologies that do not meet student interests and market requirements. There is a lack of resources needed to improve educational programs, including financial, technical and human resources. This creates barriers to the introduction of new applications and their effective implementation. The skills and experience of teachers play an important role in improving educational programs. Programs will not be effective if teachers cannot master new methodologies. The diverse needs and abilities of students pose challenges in improving educational programs. Each student needs an individual approach that requires application customization. There may be little interest and involvement of parents and society in educational programs. This creates problems in the implementation and support of applications. The introduction of modern technologies into the educational process can be difficult. When teachers and students are unable to master new technologies, this reduces the effectiveness of educational programs. Updating teaching methods and introducing innovative approaches can be difficult. Teachers may be more susceptible to older methods, making it difficult to adopt innovations. Systems for assessing and monitoring the effectiveness of educational programs may not be sufficiently developed. This makes it difficult to obtain the information needed to improve applications. There may be resistance to changes in the education system. Teachers, students, and parents can approach the adoption of new programs with caution. Public Policy and legislation play an important role in improving educational programs. In some cases, existing laws and regulations may limit the introduction of innovations. There are many problems in improving educational programs, which require an integrated approach and cooperation to solve. Effective communication and cooperation between teachers, students, parents and government bodies will help to improve the quality of Education [3;11-12-p].

Conclusion. Improving the professional qualities of primary school teachers is one of the important aspects of the educational system. Ensuring the professional development of teachers by solving methodological problems helps students to receive quality education. To improve the professional qualities of teachers, it is necessary to introduce modern educational programs, practical training and motivation systems. Through this, the professional qualities of primary school teachers will be further increased, and the educational process will be effective.

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