

## Priority directions for the formation of the effectiveness of the use of foreign experience in primary grades

**Maqsudova Sahiba**

Doctoral student of Gulistan State University

**Kadirova Manzura**

Doctoral student of Gulistan State University

**Beknazarova Mukhlisa**

Gulistan State University, teacher of the Department of Primary Education Methodology

**Suvankulova Aziza**

Doctoral student of Gulistan State University

**Abstract.** This article provides a methodology for the moral education of primary school students of the effectiveness of learning only under the condition of the appropriate preparedness of the teacher. The necessary and sufficient pedagogical conditions are substantiated that contribute to the successful functioning of the process of improving the pedagogical skills of primary school teachers in matters of moral education of younger students. In the course of the study, it was found that a complex combination of these conditions provides a full-fledged preparation of the teacher for the implementation of the process of moral education.

**Keywords:** assimilation, assessment, education, knowledge, skill. teacher training, primary school teacher.

### I. Introduction

Moral education in the context of changes in modern society ceases to be a problem of the educational system or family education. These issues become significant at the state level, in accordance with which they require a detailed development of forms, methods, and approaches. The teacher, who implements the tasks of moral education, needs to personally correspond to the ideas about the moral personality that exists in our society. Knowledge of the moral foundations, rules of ethics and morality is not always sufficient in the system of educational work in matters of moral education. Understanding the importance of a personal example in pedagogical activity, the teacher himself must comply with these rules, adhere to the rules of ethics and morality in his own actions and in relation to students and other people. This correspondence requires the teacher to have a conscious approach to their own professional activities and a constant desire for self-improvement in professional and personal terms[1-3].

Teacher in the modern sense is a professional, of a high level, with a sufficient amount of scientific knowledge, able to take on non-standard situations, implement creative projects, be ready for self-education, and understand high civic responsibility for the results of professional activities. Realizing the high level of social responsibility of their professional activities, the teacher needs to constantly develop and improve himself. Also in modern conditions we are talking about the need to show creativity in pedagogical activity in order to educate a free, independent, active person. Many theorists and practicing teachers pay enough attention to this component of pedagogical activity, without which it is impossible to talk about the level of professionalism that modern realities impose on a representative of the teaching profession. Considering the activity of a teacher, from the point of view of its creative component, it is necessary to note the importance of this component in the complex of professional competencies, especially for a primary school teacher.

It is also necessary to note the importance of interpersonal relationships between the teacher and the student. In the process of building these relationships at the elementary school stage, the leading role belongs to the teacher, as a psychologically significant person for the child. In the process of building personal relationships with each student, an elementary school teacher must adhere to moral standards and comply with them, representing an example for his students. The teacher should treat his students from the standpoint of partnerships, in the context of democratic changes in our society. In accordance with what, at this stage, the issues of pedagogical skill of the teacher are considered relevant, these issues require detailed consideration, updating in accordance with the modern realities of the teaching profession, with the new social requirements of society. The profession of a teacher is one of the most creative professions that require constant personal self-improvement, the search for new solutions, and the results of pedagogical activity do not always appear immediately [4-5]. The need for continuous improvement of professional skills should be recognized by every

teacher. In the context of changing conditions of reality, due to the development of informatization and modern technologies, it is difficult for a teacher to function in the modern educational system, who does not pay due attention to self-improvement issues.

## II. Methodology

Pedagogical skill makes it possible to recognize, predict and transform the surrounding reality; constantly improve the existing professional competence, summarizing the knowledge acquired and expanded by the teacher and the skills being formed for the process of finding new solutions that arise in the professional activity of tasks; make informed professional decisions; form an independent position of the student. The process of formation of pedagogical skills is characterized by the disclosure of the reserves of the teacher's personal development and the ability to optimize his pedagogical influences, while making it possible to adequately respond to the "challenges" of the educational environment. Without constant development, pedagogical activity cannot fully meet the rapidly changing conditions of society.

Referring to the etymology of the words, "mastery" in the sense of "the master is the best in the profession" referred to the activities of artisans, for example: the skill of a cook, carpenter, shoemaker, carpenter, etc. In the 20th century the word "skill" begins to be used in the context of creative professions: the poet as a master of rhyme, the artist was called the master of the brush, the actor - the master of the stage. Given the creative nature of pedagogical activity, the phrase "teacher is a master" was logical. Naturally, a "master" can be called a teacher who has been successful in his professional activity, has been working for more than one year, has achieved certain results, understands the social significance of the results of his activity, works with dedication, and puts his soul into his students. Every practicing teacher who is interested in the results of his work should strive for this level of professional activity. Although psychologists talk about a rather subjective concept of the results of pedagogical activity, especially from the standpoint of moral education. In this category of the educational process, the parents of the child play a significant role, that is, we are talking about the system of family education, moral principles, moral qualities, ethical ideas that exist in the real life of a single family.

However, an educator, a school teacher is also an example of moral behavior that students can learn from.

In the process of training future teachers, the problem of improving pedagogical skills is one of the fundamental ones, which the classics of pedagogical science constantly spoke about in their works. The skill of a teacher can be manifested both in the classroom and in the classroom, in the process of organizing extracurricular activities, as well as in the process of personal interaction with students, their parents and colleagues. The choice of pedagogical activity as a field of professional activity should not be accidental. The dangers of this trend are discussed by specialists dealing with the problems of professional burnout. Only realizing the social significance of the chosen profession, the teacher is able to achieve positive results in the professional field, constantly improving and finding new ways to solve pedagogical problems. As part of the professional training of teachers, this issue is the responsibility of teachers in higher education institutions. Continuous improvement of personal professional qualities and skills is an ongoing process of developing pedagogical skills. This activity implies a mutual dialogue between teachers and students, which implies a constant exchange of views and fruitful cooperation. The teacher must initially set up future teachers that the future profession is a constant process of improvement. One of the important components of the professional activity of a school teacher can also be identified as a constant scientific search, which requires the manifestation of such personal qualities as the desire for self-improvement, personal activity, and interest in the results of one's own professional activity. The creative, scientific and professional potential of the teacher have a huge impact on the personality of the student. When interacting with students, the authority of the teacher, his personal qualities play an important role.

The next period in psychological and pedagogical science can be described as the time when the process of in-depth development of the problem of the teacher's pedagogical skills was observed. In particular, scientists paid attention in their works to the formation of the base of pedagogical skills, laid in a higher educational institution, which would be necessary for the further practical activities of yesterday's students. In scientific works, the issues of motivation of teachers to improve pedagogical skills were considered, the problems of reflection of their own pedagogical experience were touched upon, and considerable attention was paid to the forms and methods used in the process of improving pedagogical skills. Many researchers have addressed the

problems of novice teachers, graduates of professional and higher educational institutions, since often a novice teacher has to face many problems in their professional activities, primarily related to the lack of experience in teaching. Also, issues related to the certification of teaching staff, the development of creative potential, both of each teacher and the teaching staff as a whole, were considered. In particular, it is worth noting the fact that during this period a systematic approach to the process of studying educational processes has appeared.

Modern processes taking place in society are characterized by swiftness, modern society, technologies are developing faster than it was a generation ago, and therefore, the teacher needs to match these rates of development, find ways to match his time. One of these ways is the constant striving to improve personal and professional skills. To teach something to a child, a teacher must be an interesting person, keep up with the times, while maintaining the age-old values of moral education.

Scientists have proposed various approaches to the issues of the formation of pedagogical skills, designating the issues of improving pedagogical skills as an ambiguous problem that requires serious research. Some scholars have proposed a systematic development of the concept under study, saying that if the components of the concept of "pedagogical excellence" are specified, this can lead to serious changes in the practical activities of the teaching staff of educational institutions. If we talk about the research of this issue by psychologists, then it is worth paying attention to the fact that representatives of this science associate the quality of pedagogical activity with the motivation present in the teacher and his personal characteristics. The importance of motivation in any professional activity, as its driving force, as an incentive for further professional improvement, was voiced by many psychologists. In an effort to improve professional skills and abilities, the teacher activates personal potential. This researcher considers the ability to analyze one's own results of activity, a kind of reflection, to be one of the leading personality characteristics necessary for a teacher. The humanistic orientation of the teacher's activity has recently been quite relevant, although not all teachers in practice are aware of its significance and apply humanistic approaches in the process of organizing the educational and educational process. Accordingly, the process of improving pedagogical skills is presented as the development of the components of this complex.

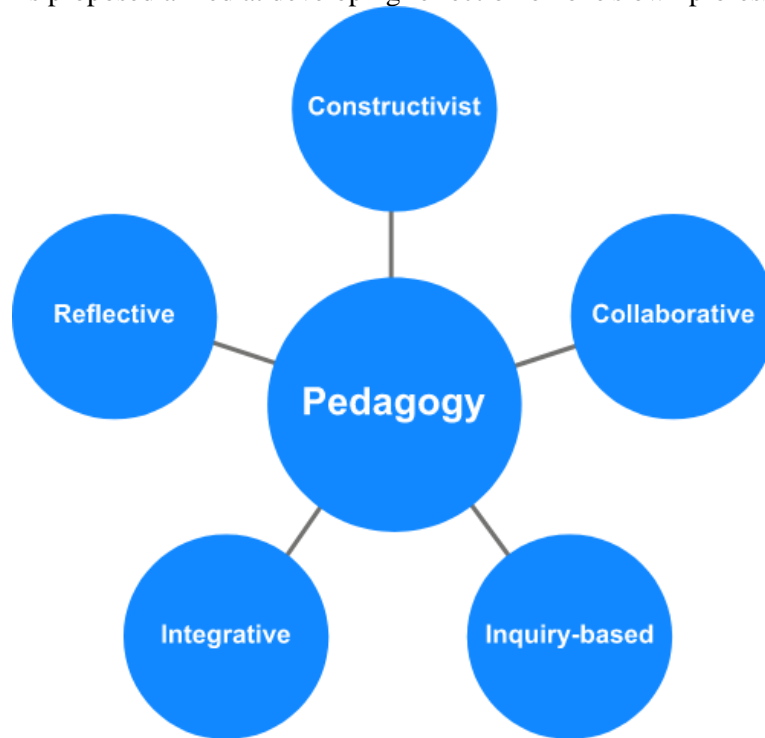
The process of adult education can be classified as special from a pedagogical point of view, since scientific and methodological materials are mostly focused on children. With a sufficient amount of scientific and pedagogical literature focused on the methods and forms of teaching children, it is worth noting the lack of sources of this orientation for adults. It should be noted that the difference between the thinking of a child and an adult, as a result of which, we consider it necessary to draw a parallel between the characteristics of children's and adult thinking. That is why it is worth recalling that recently a new direction of "andragogy" has been actively developing in science, which deals with education, training and development of adults. Psychologists believe that children's thinking is characterized by conclusions "from the particular to the particular", it is insensitive to contradictions, it strives to cover everything, it is characterized by a spontaneous search and the development of intuitive patterns. Considering the thinking of an adult, it can be noted that it is characterized by opposite properties: an adult strives to avoid contradictions, has the ability to consider objects, processes and phenomena independently of each other, his thinking is characterized by the presence of logical thinking and natural intuition at the same time.

The formation of new positions, a broader view of professional activity and the disclosure of the creative potential of the student will be facilitated by mastering the methods of mental activity; the development of skills to systematize knowledge, to generalize, the development of abilities to correlate the particular and the general, to differentiate the main patterns, the ability to explain any phenomena from the point of view of science, etc. The process of implementing the voiced moments can be carried out with the maximum support of teachers in mastering new information. The ability to perceive unfamiliar, new information also seems to be a significant skill for a teacher in the context of improving his pedagogical skills.

It should be noted that the modern practice of improving the pedagogical skills of specialists from educational institutions is developing in the direction of personal orientation. However, often the system of improving the pedagogical skills of teachers is subject to the standards of pedagogical thinking that has lost its relevance, characterized by unity of content, orientation towards traditional approaches, which, in the end, consolidates the position of outdated pedagogical thinking of teachers of educational institutions.

Our analysis of theoretical studies on the stated issues gives grounds to assert that the fully presented volume of necessary theoretical studies sometimes studies individual objective and subjective reasons for the shortcomings of the existing system of improving pedagogical skills.

Some researchers focus on the delayed prolonged effect, sometimes manifested in the fact that in the process of work there is an increase in the stereotype of the teacher's attitudes and ways of thinking. With the growth of experience, the reverse process of refusing to study occurs, something new seems to be quite difficult for a professional, an experienced teacher finds it difficult to overcome himself in the process of learning new methods, new forms of work. Thus, in order to develop critical thinking, as well as to prepare oneself for new information, a program is proposed aimed at developing reflection on one's own professional activity(Fig).



**Fig.Process of create learning environment**

It should be noted that in practice there is a certain dependence of the teacher's creative potential on the extent to which his professional thinking is formed. Every moment of a teacher's professional activity implies reflection, which helps to remain active in the profession, to develop innovative activity. To look at oneself and one's activities from the outside, the ability to really see one's shortcomings, to foresee mistakes in the daily routine of professional activity, the presence of these abilities forms the pedagogical practice and skill of the teacher. A teacher with the above characteristics will always be in demand in his professional niche, will be able to develop and build a career.

**III. Results**

After analyzing the studies of domestic and foreign psychological and pedagogical science on the issue of interest to us, it is worth mentioning the existence of the following didactic principles:

- the integrity of the special training of teachers, which should include scientific-theoretical, psychological-pedagogical, special, methodological and general cultural components;
- unity of theory and practice in teaching;
- taking into account motivation in adult education;
- the focus of the system of improving pedagogical skills on the creative development of teachers.

Speaking about the presence of features of the processes that accompany the improvement of pedagogical skills, in situations where it is necessary to take into account the age factor of the teaching staff of an educational institution, one of the most important principles for their self-improvement is the need to rely on

their own life and professional experience. In the case when all of the above principles are observed, it is worth talking about the effectiveness of a functioning system.

#### **IV. Conclusion**

Using active teaching methods, the teacher moves away from traditional methods, looking for new ways to implement their own professional ideas. Specialists who use active learning methods note the fact that in the process of applying these methods:

- analytical thinking develops, students learn to convincingly and clearly express thoughts and justify their point of view;
- the learning process is activated;
- the development of research and evaluation of information is activated;
- the causes of phenomena are analyzed and synthesized, the relationship between causes and effects is established;
- develops the ability to find a problem and organize work to successfully solve it;
- the ability to participate in discussions is instilled;
- the path from the acquired knowledge to their practical application is shortened;
- interest in new achievements of science increases, teamwork is objectively evaluated and the importance of using various knowledge in the process of solving problems is understood.

Thus, in order for the primary school teacher to be able to competently organize educational work among primary school students, it is necessary for him to master the system of moral education, to realize a personally significant position in solving the problems of improving morality and general culture among primary school students. In other words, he must master the basics of moral education.

#### **References:**

1. Celik, B., Bilgin, R., & Yildiz, Y. (2022). An evaluation of positive and negative aspects of educational games: a case study in Erbil Brayaty Primary School. *International Journal of Social Sciences & Educational Studies*, 9(1), 227-243.
2. Antonopoulou, H., Halkiopoulos, C., Gkintoni, E., & Katsibelis, A. (2022). Application of Gamification Tools for Identification of Neurocognitive and Social Function in Distance Learning Education. *International Journal of Learning, Teaching and Educational Research*, 21(5).
3. Rachels, J. R., & Rockinson-Szapkiw, A. J. (2018). The effects of a mobile gamification app on elementary students' Spanish achievement and self-efficacy. *Computer Assisted Language Learning*, 31(1-2), 72-89.
4. Alfadil, M. (2020). Effectiveness of virtual reality game in foreign language vocabulary acquisition. *Computers & Education*, 153, 103893.
5. Alam, A. (2022, March). Educational robotics and computer programming in early childhood education: A conceptual framework for assessing elementary school students' computational thinking for designing powerful educational scenarios. In *2022 International Conference on Smart Technologies and Systems for Next Generation Computing (ICSTSN)* (pp. 1-7). IEEE.