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SOME ASPECTS IN IMPROVING SELF-DEVELOPMENT COMPETENCIES OF FUTURE PRIMARY CLASS TEACHERS

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Abstract

In the pedagogical literature you can find a description of a large number of methods that allow you to achieve almost any goal. There are so many methods and especially their various versions (modifications) that have been accumulated that only their ordering and classification helps to choose those adequate to the goals and real circumstances. Classification of methods is a system of methods built on a certain basis. It helps to discover in methods the general and the specific, the essential and the accidental, the theoretical and the practical, and thereby contributes to their informed choice and the most effective application. Based on the classification, the teacher not only clearly understands the system of methods, but also better understands the purpose, characteristic features of various methods and their modifications.

Keywords Pedagogy, methodology, formation, classification, evaluation, methods.

INTRODUCTION

Any scientific classification requires, first of all, the determination of common grounds and the identification of characteristics for ranking the objects that make up the subject of classification. By what criteria can education methods be built into a system? Considering that the method of education is a multidimensional phenomenon, there are many such signs. A separate classification can be made according to any general characteristic. In practice, this is what they do, obtaining various systems of methods. In modern pedagogy, dozens of classifications are known, some of which are more suitable for solving practical problems, while others are of only theoretical interest. By nature, education methods are divided into persuasion, exercise, encouragement and punishment (N.I. Boldyrev, N.K. Goncharov, F.F. Korolev, etc.). In this case, the general feature "nature of the method" includes the

focus, applicability, peculiarity and some other aspects of the methods.

This classification is closely related to another, which interprets the nature of the methods in a more general way (T.A. Ilyina, I.T. Ogorodnikov). It includes methods of persuasion, organizing activities, and stimulating the behavior of schoolchildren. The classification of I.S. Maryenko names such groups of education methods as explanatory-reproductive, problem-situational, methods of training and exercise, stimulation, inhibition, guidance, self-education. Based on the results, methods of influencing a student can be divided into two classes: 1) influences that create moral attitudes, motives, relationships, forming ideas, concepts, ideas; 2) influences that create habits that determine this or that type of behavior. Currently, the most objective and convenient classification of educational methods is based on

orientation - an integrative characteristic that includes in unity the target, content and procedural aspects of educational methods (G.I. Shchukina). In accordance with this characteristic, three groups of educational methods are distinguished: 1) methods of forming the consciousness of the individual; 2) methods of organizing activities and forming experience of social behavior; 3) methods of stimulating behavior and activity.

The first stage of properly organized upbringing is the knowledge (understanding) by the pupil of those norms and rules of behavior that should be formed in the process of upbringing. It is difficult to educate or develop any quality without first achieving a clear understanding of the meaning of this quality. To form views, concepts, and beliefs, methods are used that have received the general name of methods for forming the consciousness of the individual. The methods of this group are also very important for successfully passing the next important stage of the educational process - the formation of feelings, emotional experience of the required behavior. If students remain indifferent to pedagogical influence, then, as is known, the process develops slowly and rarely achieves the intended goal. Deep feelings are born when the idea realized by schoolchildren is clothed in bright, exciting images. In textbooks of previous years, the methods of this group were called briefly and more expressively - methods of persuasion, since their main purpose is the formation of stable beliefs. It is not knowledge, but beliefs that stimulate the actions of schoolchildren, therefore, it is not so much concepts and judgments as moral confidence in the social necessity and personal usefulness of a certain type of behavior that should be formed at the stage of development of consciousness. The methods achieve the goal when the pupils have formed a willingness to actively participate in the activities provided for by the content of education.

Conviction in the educational process is achieved using various methods. In the old school, for example, edifying stories, parables, fables and other indirect and figurative ways of conveying the necessary knowledge to students were widely and usefully used for this purpose. The students themselves had to draw conclusions (morality). The current school has almost completely

abandoned the use of traditional educational means, replacing them with direct, simplified, thought-free methods of moralizing. The effectiveness of such methods turned out to be low: endless instructions brought little benefit to education. Today's mentors are increasingly including forgotten biblical parables, Aesop's and Krylov's fables, and edifying stories by K.D. Ushinsky and L.N. Tolstoy in their arsenal of methods of persuasion, seeing in them a means of reviving the spiritual principles of education. Stories on ethical topics, explanations, clarifications, lectures, ethical conversations, exhortations, suggestions, instructions, debates, and reports are also widely practiced.

A powerful method of persuasion is an example. Each method has its own specifics and scope of application. Despite their apparent simplicity, all methods of this group, without exception, require high pedagogical qualifications. They are used systematically, in combination with other methods.

Let's consider the most complex methods of verbal and emotional influence in terms of content and application: story, explanation, ethical conversation, debate and the method of visual and practical influence - an example. A story on an ethical topic, which is used primarily in elementary and middle grades, is a vivid emotional presentation of specific facts and events that have moral content. By influencing feelings, the story helps students understand and internalize the meaning of moral assessments and norms of behavior. A good story not only reveals the content of moral concepts, but also evokes in schoolchildren a positive attitude towards actions that comply with moral standards and influences behavior. A story on an ethical topic has several functions: to serve as a source of knowledge, to enrich the moral experience of an individual with the experience of other people. Finally, another important function of the story is to serve as a way to use a positive example in education.

The conditions for the effectiveness of an ethical story include the following.

1. The story must correspond to the social experience of schoolchildren. In the lower grades, it is brief, emotional, accessible, and corresponds to

the children's experiences. The story for teenagers is more complex: they are much closer to actions that excite with their high meaning.

2. The story is accompanied by illustrations, which can be works of painting, artistic photographs, or products of folk craftsmen. A well-chosen musical accompaniment enhances his perception.

3. The setting is of great importance for the reception of an ethical story. The emotional impact of the environment must correspond to the intent and content of the story. In the arsenal of pedagogical tools of a professional educator, a story is always ready for any setting: a campfire, a bus trip, an unharvested field and a cozy room, a big city square or a spring garden.

4. The story makes the right impression only when done professionally. An inept, tongue-tied storyteller cannot count on success.

5. The story must be experienced by the listeners. Care must be taken to ensure that the impressions made from it last as long as possible. Often the educational value of an ethical story is greatly reduced only because immediately after it the children move on to something completely different in content and mood, for example, a sports competition.

Explanation is a method of emotional and verbal influence on students. An important feature that distinguishes explanation from explanation and story is the focus of the impact on a given group or individual. The application of this method is based on knowledge of the characteristics of the class and the personal qualities of team members. For younger schoolchildren, elementary techniques and means of explanation are used: "you need to do this," "everyone does this," etc. When working with teenagers, deep motivation and clarification of the social meaning of moral concepts are necessary. Explanation is used only there and only when the student really needs to explain something,

communicate new moral principles, and in one way or another influence his consciousness and feelings. But explanations are not needed where we are talking about simple and obvious norms of behavior in school and society: you cannot cut or paint a desk, be rude, spit, etc. There are categorical requirements here.

Clarification applies:

a) to form or consolidate a new moral quality or form of behavior;

b) to develop the correct attitude of students towards a certain action that has already been committed (for example, the whole class did not come to class). In the practice of school education, explanation is based on suggestion. The latter is characterized by the student's uncritical perception of pedagogical influence.

Suggestion, penetrating imperceptibly into the psyche, affects the personality as a whole, creating attitudes and motives for activity. Children and adolescents are especially suggestible. The teacher, relying on this specificity of the psyche, uses suggestion in cases where the student must accept certain attitudes. Suggestion is used to enhance the impact of other parenting methods.

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