

**THE CONTENT OF THE DEVELOPMENT OF METHODOLOGICAL TRAINING OF
PRIMARY CLASS TEACHERS ON THE BASE OF TALIS INTERNATIONAL
RESEARCH**

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Abstract: In this article, the content, pedagogical conditions, tasks and methods of developing the methodological training of primary school teachers based on the TALIS international assessment program, the mechanism of providing the necessary educational information for international assessment programs in the educational process, and the essence of the development of professional and methodical training of lajak primary school teachers on the basis of international research and optimally appropriate teaching and learning process for primary school teachers and scientific research of students and young people issues of comprehensive support and simultaneous encouragement of innovative ideas, leading ideas and innovations of the next generation of students on creativity are described. In particular, it studies and analyzes the effectiveness and achievements of the appropriate use of international assessment programs in the institutions of our country today, and the reasons for relying on the TALIS international assessment program .

Key words: TALIS, future primary school teachers, pupils, students, methodical training, pedagogical conditions, international studies, tasks and methods, mechanism, knowledge enrichment, strengthening of thinking, leading ideas, international assessment programs, innovation, quality of education, pedagogical process, reforms.

As a result of the reforms and innovations implemented in our country in recent years, great economic growth indicators are being achieved, which increases the demand for qualified personnel and qualified teachers in all fields, and all the reforms in the education system are the high technologies of the representatives of our future generation. and it has been a foundation for them not to face any obstacles in acquiring perfect knowledge in the era of news . The fact that the results created by these reforms are achieving high indicators of economic growth has been the reason for the further increase of the need and requirements for highly skilled personnel and specialists in all areas of the educational process. That is why it is considered necessary to pay sufficient attention to the field of public education system. This in itself requires increasing the interest of our students in the learning process and increasing the attention of teachers to education in all aspects. It explains that these requirements are very important for the educational system, the educational process, as in most foreign countries, it is necessary to direct the best practices aimed at improving the quality of education by evaluating and monitoring the development of educational and scientific fields . Currently, the role and importance of international assessment programs in the educational process is growing around the world. For this reason, the activists and officials of the Republican Education Center believe that it is necessary to carry out reforms in the education system, to ensure the improvement of pedagogic personnel training and teacher qualification programs, and to create a new type of textbooks that are currently being implemented by representatives of the field. have been applying to international evaluation programs. Nowadays, Talis international research is becoming important for the development of competent and effective teaching methods for teachers. The Talis assessment program, considered a type of international assessment program, is an international

study of teaching and learning. Along with other international evaluation programs, "Talis" is used as a requirement to further increase the quality and efficiency of the educational process in developed countries, to improve and positively influence the quality of teaching. "Talis (Teaching and Learning International Survey)" is a research based on the international comparative analysis of pedagogical processes implemented in many countries, introduced by the leading initiative of the International Economic Cooperation and Development Organization. With the help of this type of research, we can improve the status of teachers-pedagogues in the educational system of our country. That is, if we use it to develop the professional and methodical training of pedagogues, it is possible to improve both their professional and methodical training and their social status. It also helps in selecting talented students for the field of pedagogy.

It is very important to determine the nature of the development of professional and methodical training of future primary school teachers on the basis of TALIS international research, to learn what measures should be taken to effectively start the educational process and improve the quality of teaching. TALIS is a study based on the international comparative analysis of pedagogical processes organized in different countries, established by the Organization for International Economic Cooperation and Development. The international TALIS study provides strong evidence that prospective primary teachers are open to change, eager to learn and develop throughout their careers. At the same time, they should show more initiative in working with colleagues and school leaders, use all opportunities for professional development.

The main tasks of TALIS include increasing the social position of the teacher, selecting talented young people for pedagogy, improving the professional training of teachers, selecting moderator teachers, and improving the process of continuous professional development. TALIS International Research aims to improve the social status of teaching as a profession, guide the most suitable candidates for the profession, develop teaching as a profession, pave the way for the retention and growth of qualified teachers, and continue to grow in practice. seeks to support teachers. The purpose of Talis research is not to analyze the different results achieved by students. Perhaps, it is to determine the main factors that lead to the achievement of these results. Evaluation of work quality, school management, teaching methodology, level of satisfaction with one's work, confidence in one's professional abilities are the directions of research.

TALIS takes into account emerging issues and developments affecting education around the world and continuing to do so. It should be noted that the focus of the TALIS study is currently from a young age recognizes the importance of all stages of education up to upper secondary education and the need to address inequalities in educational opportunities. Over the past decade, attention has been paid to the development of teachers' ability to take initiative and bring about change. Because of this focus, educators have emphasized that it is critical to address the disruptions in education systems from 2020, including the altered circumstances, to the COVID-19 pandemic. The overall goal of the TALIS program is to provide reliable, up-to-date and comparative data to enable participating countries to review and identify new priorities in the development of education policies aimed at creating conditions for effective teaching and learning. In addition, research allows school teachers and principals to express their opinion not only at the national but also at the international level. In it, the situation in educational institutions, the problems in teachers' work are systematically analyzed, and the results are compared not individually, but based on the principle of representativeness, at the national and international level. Also, teachers, school leaders, and developing reliable indicators of learning, changes or consistencies over time

is to provide real international comparisons and perspectives on

of these indicators is directed at three groups of stakeholders related to education policy and practice:

- To help them review and develop policies that support the development of the teaching profession and create better conditions for effective teaching and learning .
- Promote discussion of educational practices for teachers, school leaders, and education professionals and show ways to improve them .

on each content area (as identified in the conceptual framework) and use TALIS and other data to create supporting data for key studies.

is conducted every 5 years . It was held for the first time in 2008, and later in 2013 and 2018. The next stage is expected to be held in 2024 . Now, let's get acquainted with the countries participating in the TALIS study. The stages of the TALIS study are carried out in the following order . The experiment will be carried out through a random selection of 30 teachers in the first stage for the test and 20 teachers from 200 selected schools in the second stage for the main research. Teachers teaching 5-9 grades of the 2nd international education level will participate. For each participating country, a sample of schools will be collected centrally , after which the national center teams will use programs provided by the consortium to select teachers. chooses 20 teachers and school principals in these general education institutions will answer the questions prepared by a group of international experts. As part of the TALIS survey, these questions ask teachers and school principals about how their activities are organized, opportunities for professional collaboration, and what they are doing to improve teaching. These questions can be about stress situations of teachers in their work, various difficulties caused by lack of specific resources for teaching and learning processes of school principals. In short, teachers and principals are asked about their school activities, their schools and working conditions. All information is collected anonymously and confidentially . No employee of any school will be able to see the answers given by their colleagues. According to the results of the last research , we will get acquainted with the analysis of the results of the teachers' satisfaction with the profession in the countries that participated in the research.

, Uzbekistan will also participate in the next stage of TALIS research . The experts make the following general recommendations for the countries participating in the study.

- In-service training courses should focus on teaching the actual process in more schools and should be conducted at the base of a primary school. Such courses contribute to the active development of teachers together, meet their needs for necessary knowledge and skills, and also adapt to the characteristics of a particular school .

engage in professional development . Most of the teachers stated that the lack of time does not allow them to fully develop. In some of the world's most successful education systems, such as Singapore, teacher training is an integral part of their work.

- In order to solve the teacher shortage problem, it is necessary to find different alternative ways for people from other fields to enter the teaching profession. It is necessary to create mechanisms to ensure adequate and quality education .

The results of the TALIS survey, available online, will inform the debate at the highest levels of education policy . In fact, through the TALIS survey, the views of teachers and school principals

are heard every year at an international summit dedicated to the teaching profession. At this summit, ministers of education, leading teachers and representatives of teachers' unions from around the world will meet and exchange ideas on how to improve the quality of teaching and learning. In other words, the TALIS study allows teachers and school principals to express their views through debate.

creates.

In explaining the development of professional and methodical training of primary school teachers on the basis of talisman international research, the introductory part is very important. In this part, it is necessary to explain the relationship between methodical training and the international study of talisman, to reflect what place it has in the development for teachers and students. A general idea of how methodological training can change the educational process should be given, that is, it should be explained what difficulties teachers face in finding solutions to the problems encountered in the development of the learning process of students. In methodical training, detailing the role and importance of problems and their solution, it shows the ways for teachers to find realistic and effective solutions. In the development of methodological training, it is appropriate to give details about how international research can change the educational process, the results of these changes, and to emphasize business and critical thinking between teachers and methodologists.

Methodological training is a system of practical methods and techniques used in the organization, development and management of the teaching process. This includes directing students to a specific goal, learning a specific topic, evaluating the learning process, and monitoring learning outcomes. Methodical training ensures effective and systematic conduct of the educational process.

The meaning of methodical preparation is systematized and applied in accordance with the technical and methodological features of its field with science brought from other places on the basis of teaching-methodical, pedagogical, and developmental research. It is of great importance for teachers to successfully manage the educational process, and it also plays an important role in increasing the spiritual and cultural heritage.

The relationship between Talis international research and methodical training is of great importance for teachers in learning pedagogical activities, in developing students' learning methods, and in improving the quality of education. These relationships are based on recommendations for effectively managing student experiences, learning, and development. Talis international study is based on practices for students to develop themselves in different languages and cultures of the world, to study and master a particular field in depth. It plays a major role in the development of methodological training, expanding practice, supporting experiences and innovations, and connecting students with the world's innovations.

Relations of Talis international research and methodological training will have the following guidelines:

- Historical development: the study of the historical development of talisman research and methodical training is of great importance for teachers in learning their own activities from experiences and learned methods.
- The results of international research: the results of talis international research are important in showing the direction in which methodological training has been developed in the acquisition,

development and application. These results help to combine methodological training with new techniques and methodological skills.

- Experiential learning methods and techniques: experimental learning methods and techniques studied in the international study of talis, to apply innovations in methodical training for teachers, to apply innovative ideas in order to strengthen and develop students' knowledge. creates an opportunity.

- Methodological initiative: the relationship between talisman international research and methodological training increases initiative for teachers. It is the basis for teachers to develop their methodical knowledge, spiritual approaches, and to be able to use new methods, to improve the knowledge of students based on modern technologies. Innovations emerging from the relationship between Talis international research and methodological training lead to effective teaching and learning. These relationships are important for teachers to expand their methodological knowledge based on the results of international research, to strengthen the learning and spiritual development of students. The combination of Talis international research and methodical training plays a major role in creating new generations and preparing students for world news.

The description of the development of professional and methodical training of teachers based on the international research of Talis should include the following features :

Analytical appeals. Basic references, analytical analyzes and results should be used in the study of methodological training of teachers. It is effective in methodical development for teachers to acquire new knowledge and to know what difficulties arise when working with students ;

Development of students' group work. Talis is an example of the development of methodical training, based on the results of international research, aimed at group work of students and increasing their mastery of each other.

Use of interactive learning platforms. In the development of methodical training, interactive teaching platforms (for example, online tests, interactive textbooks) will be used to make the learning of students effective and interesting.

International cooperation and Internet resources. Talis provides examples of how internet resources (e.g. virtual conferences, online exhibitions) can be used to create international cooperation, based on international research.

New technologies and smart techniques. How to use new technologies and smart devices for advanced methodological training. For example, how to optimize the learning process through robotic technologies.

Innovative teaching methods: about the use of innovative teaching methods (for example, flipped classroom, gamification) and how these methods help to increase the motivation of students. These examples can help to provide practical indicators and applications for the development of methodological training based on talisman international research. Each example illustrates an aspect of methodological development and is important to demonstrate how innovative and effective approaches to student development can be used.

As a result of the development of methodological training based on international research, the effectiveness of students' learning increases. In particular, interactive teaching methods and innovative techniques increase the interest of students and make the learning process more

effective. Developed methodical training increases cooperation between teachers and strengthens critical thinking. Teachers will have the opportunity to change their teaching staff and introduce new techniques. Talis develops methodical training based on international research, develops international cooperation. As a result, teachers will have the opportunity to share the experiences of their countries, carry out international research and get acquainted with new methods. As a result of the development of methodological training, teachers expand their technical methods related to the use of new technologies. It creates opportunities to innovate the teaching process, develop virtual learning, and increase innovative communication with students. In the next stages of development, new projects related to international research should be conducted to develop innovative collaboration between students and teachers.

It is important to ensure that teachers get acquainted with new teaching-methodical techniques and technical tools in talismanic international research, as well as to establish cooperation networks created for the active use of these techniques and tools. In order to increase the motivation of students to learn and to ensure their development, it is necessary to maintain the attention given to the educational environment of international cooperation. It is necessary to provide teachers with appropriate courses and educational materials to introduce Talis international research and methodical training to new techniques, technical tools and new teaching-methodological techniques. In collaboration with international researchers, teachers are recommended to organize projects to introduce the learning process, present new achievements and apply creativity and ideas of students. States and systems can be in the forefront for the development of innovative methodical training in international research, and in directing teachers to use new techniques and methodological techniques. To organize international cooperation for independent thinking and exchange of experiences among teachers and methodologists, to exchange their experiences among multilingual and cultural people, and to organize seminars and trainings to support students' international communication. transfer Increasing opportunities for teachers and methodologists to use international conferences, tests and experimental proposals to study and participate in international research results. Creation and implementation of production in technical laboratories for the practical review of technical tools, online educational platforms and virtual teaching methods for the development of an educational environment in international cooperation. The development of international cooperation leads to the expansion of methodological training for the development of students and the introduction of innovative methods. This increases the motivation of students to learn and paves the way for teaching them innovative thinking and problem solving skills.

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