INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
eISSN :2394-6334 https://www.ijmrd.in/index.php/imjrd Volume 12, issue 01 (2025)

DEVELOPMENT OF RESEARCH SKILLS OF FUTURE PRIMARY SCHOOL TEACHERS

Khadicha Mukhammadieva Karomatovna

Primary education of TSPU named after Nizami

Faculty Pedagogy of primary education

PhD) Associate Professor

E-mail: xadicha20182020@gmail.com

Shaydullaeva Sarvinoz O`Ktamovna

Email: ibragimovasarvinoz742@gmail.com

ANNOTATION: It is a means to support students' research activities, first of all, their quality of education and professional training. In this article, the development of research skills of future primary school teachers is studied as a social necessity, while the development of research skills of future primary school teachers is analyzed on the basis of showing the importance of social factors in pedagogical aspects in professional development.

Keywords: future primary grade teacher, research activities, research work, interest, motivation and motivation, professional training.

Creating conditions for a high level of training specialists in accordance with world educational standards, the formation of critical thinking of modern graduates of higher education, the creation of the necessary base for having a complex of professional and social competencies, including professional readiness for innovative activities, an innovative learning environment, is required. Our country aims to build a democratic society as an independent state, to take a place among the most developed countries in the world. This, in turn, is determined by the development of professional methodological training of teachers working in general secondary educational institutions.

Vocational and methodological training of teachers is reflected in the main areas of professional activity, such as the organization of the educational process, self-development

The purpose of the future primary school teacher is to master and apply the knowledge of the teaching of his subject, to acquire the basic competencies necessary for the organization and evaluation of the educational process. In this regard, the training and upbringing process requires at the first line the intensive organization and self-development in the field of education on the basis of innovative scientific achievements, modern pedagogical and information and communication technologies.

From the date of introduction of the state educational standard of primary general education for pupils in the country to the present day, the issue of training teachers for the education of pupils of various small school age and the decision tasks of all the tasks related to it are to increase the requirements for innovative activities of teachers in the field of primary education, expand their functional tasks, have professional significance and lead to a change in personal characteristics came.

One of the innovative methods of vocational training is teaching, which is a dynamic form of teaching, based on the active development of knowledge, abilities and competencies that meet the requirements of management modern education. It is worth mentioning that the problem of using teaching technologies in the professional preparation of future primary school teachers for innovative activities in an innovative educational environment is beyond the scope of scientific interest.

Therefore, we think that it is necessary to take a deep approach to the organization of scientific research aimed at revealing the essence of teaching technologies as an effective means of forming the professional readiness of future primary school teachers for innovative activities in an innovative educational environment.

At the same time, the organization of various trainings is also important. With this, it is possible to achieve an expansion of the universe of experimentation about practical processes in future primary school teachers. It is known that in the pedagogical dictionary the scientific definition of "training" is regarded as an interactive form of education, the purpose of which is the development of interpersonal and professional behavior.

However, it is also important to remember that training has its own "attributes". These include the training team; scope of training; specially equipped rooms and educational equipment (flipchart, markers); Coach; group rules; an environment of interaction and communication; interactive methods of teaching; structure of training; to assess the effectiveness of teaching.

There are several paradigms for interpreting the concept enumerated in this sequence, these are: teaching as specific training; as training that leads to the formation of effective behavioural skills and competencies; training, as a form of active education, its purpose is, above all, the transfer of psychological knowledge, as well as the development of certain skills and abilities; As the training as a way to create conditions for participants to self-discover themselves and independently search for ways to solve their psychological problems.

Studies in higher education during the study showed that students did not know about conferences and competitions, scientific research competitions. Especially in the first two years, three-quarters of students don't know about it. In addition to all of the above, in response to the question "What kind of research do you do?" Two-thirds of the students answered "no."

The remaining one-third responded to "theoretical searches," some of which involved reading additional literature in preparation for seminars as usual.

Thus, more students do not participate in research work, and if we take a more rigorous approach to the concept of "science" than their answers, this share will turn out to be much smaller.

The obvious conclusion is that in universities of various types and profiles surveyed, little attention is paid to attracting students to scientific work. Thus, an important tool for improving the quality of professional training of future specialists is not being used inadequately This prompts us to consider the issue of methods for developing students' scientific work.

Let's focus first and foremost on the difficulties, as well as on motivations and incentives that can be relied upon. There are two important aspects to this. On the one hand, much should depend on the specifics of the organization of educational and research work (not only students, but in general) in a particular educational institution. On the other hand, the general reputation of science in society and the emphasis on it "from top to bottom" can play a big role. We begin with the second aspect.

Among others, students were asked, "Do you think science is a prestigious field of activity in our society?" The students' responses, perhaps, were more optimistic than they really were. Notably, only 3.5 percent of boy-girls answered "not at all reprehensible," while more respondents said the opposite. Again, they said that scientific activity had no other reputation.

This shows that there is still a respectful attitude to science and scientists among our young people. However, at the same time, about a quarter of students noted that the prestige of the subject has declined in recent years, and less than a third find it difficult to answer at all. We note that the most suspicious attitude is inherent in third-year students, and it is at this time that the student can take a more active part in scientific research.

The next two questions, the answers to which need to be analyzed, are more accurate. The first of them is formed as follows: "Is there a desire to engage in science after graduation?" Less than half of the respondents (less in junior courses and slightly more in seniors) expressed such a desire. Others have stated that they are not opposed to scientific activity, but that some of them want guarantees of material well-being, while others doubt their abilities. The rest responded ambiguously or negatively.

The sum total of the above data indicates the presence of strong factors of general, socio-economic origin, which limit both the interest of future elementary school teachers in science and their participation in research developments. Consequently, if today we want to use science as a tool to improve the quality of professional training of students, we must rely on the general reputation of science in society. It is also desirable to take advantage of the opportunities that certain educational institutions at one level or another can create. In this connection, we note that the general socio-psychological environment is very favorable for this. In addition to the above, there are a number of factors that need to be taken into account in the formation of research competencies in the preparation of future primary school teachers for innovative activities.

Therefore, it is extremely important to refer to different approaches in research on this subject, to pay attention to the development of information competence in improving the professional training of future primary school teachers, shaping research competencies, shaping research competencies.

Information competence at the basic level is understood as qualities of a person, representing a set of values, knowledge and skills to the effective implementation of various types of information activities and the use of new information technologies in order to solve socially significant problems arising in a person's daily life and in real situations in society.

A majority of respondents state that learning in research papers (or research papers in general) is widely supported by students themselves, university professors, and their parents.The emergence of a new element in the pedagogical system, new information technologies in many respects change its functions and allow to achieve a new pedagogical effect.

The use of new information technologies of teaching significantly increases the professional capabilities of the teacher, expands the boundaries of his pedagogical competence and, therefore, serves to increase the productivity of his professional activity, that is, to improve the quality of education.

One of the most important issues is the consideration of the structure of the teacher's activity on the use of new information technologies in the primary education process through pedagogical training.

Thus, it should be emphasized that the issue of preparing future primary school teachers for the innovative learning environment and its intensive processes, taking into account the requirements of the innovative era, is one of the pressing issues of today.

The role of teachers in introducing students to scientific research is important.

Future elementary school teachers tend to look for internal, subjective motivation. When they evaluate themselves, they often focus on external stimuli rather than motives. The following results are obtained for the development of students' scientific work in higher education organizations:

• Improvement of the material base of the university, financing, technical support (including computers), provision of scientific literature, etc.; to change, improve forms of education, to increase the focus on practice, etc. ;

change of forms of education, improvement, concentration of work, etc.;

• Incentives for students (exemption from materials and tests, exams);

best organization of research work in the educational institution, attracting students to scientific work; promotion of research works among students;

formation and development of students' interest in research works;

Most of the respondents really feel and assess the situation in their universities and universities.

The implementation of these proposals, or at least some of them, will really contribute to the development of scientific research and thereby increase the professional training of specialists.

References:

1. Rajabova N. K. BO‘LAJAK BOShLANG‘ICh SINF O‘QITUVChILARI TADQIQOTChILIK FAOLIYaTINI TAKOMILLAShTIRIShGA TA’SIR ETUVChI OMILLAR //BARQARORLIK VA YeTAKChI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – T. 2. – №. 4. – S. 349-352.

2. Kamilovna, Radjabova Nodirabegim; ,FACTORS INCLUDING RESEARCH ACTIVITIES OF FUTURE PRIMARY SCHOOL TEACHERS,"NAUKA, TEXNOLOGII, OBRAZOVANIE: AKTUALNЫE VOPROSЫ,

DOSTIJENIYa I INNOVATSII",4,1,119-121,2022,"Analiz

pedagogicheskogo opыta organizatsii nauchno-issledovatelskoy rabotы, a …"

3. Radzabova N. K. IMPROVING THE RESEARCH ACTIVITY OF FUTURE PRIMARY SCHOOL TEACHERS AS A SOCIAL PEDAGOGICAL NEED

//OBRAZOVANIE, VOSPITANIE I OBUChENIE V SOOTVETSTVII S FGOS: AKTUALNЫE VOPROSЫ, DOSTIJENIYa I INNOVATSII. – 2022. – S. 79-81.

4. Komilovna R. N. METHODS AND TOOLS OF EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF THE CONCEPT OF FIGURE FACE IN STUDENTS. – 2021.

5. Rajabova N.K. coaching approach at a mathematics lesson in grade 3 in the educational structure "equal partner" //AJMR. Vol 10, Issue 1, January, 2021.

6. Muxammadeva, X. K O‘quvchilardagi kitobxonlik madaniyati orqali altruistik motivlarni rivojlantirish. Oriental renaissance: Innovative, educational, natural and social sciences, 2(3), 1284-1288.

7. Muhammadieva, K. (2020, June). The Idea "Personal Interests and the Priority of Education" in the Education as One of the Key Factors in Reforming School Education for Upbringing Perfect Individual. In Proceedings of International Multidisciplinary Scientific-Remote Online Conference on Innovative Solutions and Advanced Experiments (p. 22).

8. Абдуллаева, Ш. А., & Мухаммадиева, Х. К. (2016). Девиант хулқли илк ўспирин ёшидагиларни ижтимоийлаштириш ва профилактика ишларини олиб бориш. Современное образование (Узбекистан), (11), 48-53.

9. Мухаммадиева, Х. К. (2014). Начальные сведения о развитии арифметики в трудах учёных математиков Востока. Актуальные проблемы гуманитарных и естественных наук, (3-2), 230-231.

10. Tuxtayevna, H. M., Mahkambayevna, E. G. Z., & Karamatovna, M. X. Methodological bases of development of socially active competencies of future primary school teachers in students and improvement of its methodology. International Journal of Health Sciences, (II), 10646-10654.

11. Эргашева, Г. М., Мухаммадиева, Х. К., & Артикбаева, Н. Н. (2021). Синфдан ташқари машғулотлар орқали ўқувчиларни ижодий фаолиятга йўналтириш методлари. Science and Education, 2(5), 578-582.