



PEDAGOGICAL PROJECT IN THE PROCESS OF TRAINING PRIMARY EDUCATION TEACHERS

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Abstract: In the state, pedagogical projects for the preparation of primary school teachers in higher educational institutions are analyzed, the principles of determining the quality of education, the complex of its pedagogical services, the organization and management of students' cognitive activities are revealed.

Keywords: pedagogical project, quality of specialist training, quality of education, goal setting, meaningful, organizational - activity, control-correction, quality of organization of effective teaching.

It is a necessity of the present time to fundamentally revise the content of training specialists in accordance with the priority tasks of socio-economic development of our country, to create the necessary conditions for training specialists with higher education at the level of international standards, to qualitatively increase and radically improve the level of higher education.

Today, when we talk about the educational process in a higher educational institution, it is increasingly associated with the concept of "quality". However, at present, there is no single approach to the concept of "quality" among scientists and teachers. Some time ago, the quality of education for students of higher educational institutions was determined, first of all, by the level of qualification of their teachers. In conditions of relatively slow renewal of the material and technical base of production, a graduate could successfully work for a relatively long time, relying on the knowledge gained during the educational process. Therefore, it was believed that the better a student studies, the higher the quality of education he will receive. The main requirement for a modern graduate of a higher educational institution is to constantly improve the content and methods of his professional activity based on the latest achievements of science and technology. The system of continuing education is becoming a necessary practice for adapting a graduate of a higher educational institution to the needs of the modern educational sphere. Consequently, the quality of training of future primary school teachers is determined not only by the extent to which they have fully mastered the content of higher education, but also by the degree to which they have mastered the methods of self-education and self-development in teaching. Thus, to date, pedagogical science has not given a universal definition of the concept of "quality of education". In our study, the concept of "quality of education" includes the following content: - it is the result of the joint activities of the teacher and the student to achieve pre-planned educational goals in accordance with the State Educational Standard. Today, one of the tasks of modernization of higher education is to strengthen the role of the humanities, to ensure the successful socialization of future primary school teachers, which implies the orientation of education not only to the acquisition of a certain amount of knowledge by students, but also to

the development of their personality and cognitive abilities[4]. In this regard, the tasks of the modern teacher have also changed. In addition to scientific and professional training, the tasks of organizing and managing the educational activities of students, the formation of their cognitive activity, the creation of conditions for self-education and individual creative development have come to the fore. However, the low initial training of future primary school teachers, the small number of lesson hours allocated for the study of modern innovative technologies in many cases do not allow the teacher to achieve a sufficient level of knowledge and the formation of competencies in students, not to mention their personal qualities and specific qualities. The current situation prompts us to search for modern methods of organizing the training of future primary school teachers. Theoretical analysis of pedagogical literature on this issue and analysis of our own pedagogical activities allow us to assume that one of the main components that contributes to the quality of education in a higher educational institution and its effective management is the pedagogical project. By pedagogical project we mean the purposeful activity of a teacher to develop a project for the educational process, which is a model of future activity. The concept of "quality of educational organization" includes the following content: - it is a purposeful process with a clear structure, clear tasks, as a result of which students acquire a system of knowledge, skills and qualifications, personal qualities of general professional importance; provides professional development that meets modern world requirements, is necessary for creative activity, self-education and self-development. Based on our definition, the educational process should be organized in accordance with the principles of pedagogical design, such as analytical, predictive, transformative, normative, with the priority of human needs, diagnostic goal setting, gradualness, self-development, efficiency, consistency, research.

1) motivational stage, consisting of: the formation of personal motivation for the implementation of the project, the identification of professionally important problems, a professionally justified analysis of one's capabilities and an active search for the necessary information;

2) the identification stage, which consists of the formation of the goals, objectives, principles of training, the analysis of the methods, forms and means of training used; clarification of goals, clarification and registration of specific tasks, development of criteria for assessing results, determination of conditions and means of achieving goals, clarification of design tasks, focusing on the required level of mastery of educational material;

3) the activity stage, which consists of analyzing the level of preparation and individual psychological characteristics of students, selecting the content of educational material, choosing a system for monitoring the quality of education taking into account the selected criteria for assessing results; ends with the design of the model and its testing.

4) the correction stage, which consists of the analysis and evaluation of the project results and their preparation.

In accordance with this stage in the structure of the model, we distinguish the following blocks: goal setting, substantive, organizational - activity, control-correction and efficiency. The goal setting block consists in setting the goals and objectives of teaching the humanities in a technical higher educational institution in accordance with the state educational standard. In the process of pedagogical design, setting the goal and subsequent tasks is a key component of building a quality system for organizing education. A prerequisite for the effective implementation of the system in practice is the compliance of the goals of each individual student with the general educational goals and, in particular, with the goals of its individual stages, thereby ensuring the effectiveness of the entire teaching process. By efficiency, we understand the degree to which future primary school teachers achieve these goals, transformed into a system of knowledge, skills and abilities, a system of personal qualities of general professional significance, which turn into competencies that must be formed in a graduate of a higher educational institution. The implementation of this block in practice requires the definition of goals and objectives of a general and specific nature.

The general task is defined as the goal of implementing the entire model of the pedagogical project - the formation of a system of knowledge, abilities, skills, the formation of qualities and

competencies of general professional significance. The specific tasks are: - the formation of stable motivation for educational activities; - updating and strengthening the knowledge, skills and qualifications of future primary school teachers in accordance with the requirements of the State Educational Standard and the curriculum in science; - the formation and development of skills for analyzing, synthesizing, generalizing and transferring knowledge, logical thinking; - the formation and development of self-control skills.

The content block includes knowledge, abilities, skills recognized by the state and educational content that can be defined as the content of the subject. When designing the content of the subject, it is advisable to use the following rules: - a holistic reflection of the tasks of forming a comprehensively developed personality in the content of education; - high scientific and practical significance of the content; - the correspondence of the complexity of the content to the real educational capabilities of students; - the correspondence of the volume of the content to the time available for studying this subject; - the correspondence of the content to the existing educational, methodological and material and technical bases of the higher educational institution [2].

The organizational-activity block includes the activities of the teacher and students. The educational process is structured in such a way that it is based not on the acquisition of knowledge, but on the methods of its acquisition. The teacher should refrain from giving ready-made knowledge, explaining and showing students the correct course of action that they can acquire through direct imitation, and not show examples that students can aspire to, although this point of view is also very important. The student must independently obtain the necessary knowledge and correctly answer the questions posed - this is what he must learn first of all. We see the solution to this problem in implementing the educational process based on the following principles: - activity-based education. Activity develops important general professional qualities of the student; - the problematic nature of learning, education should become a research area, in which the experience of perceiving knowledge is obtained not through the scheme of transferring knowledge from the teacher to the student, but through the scheme of creating this knowledge by the student himself; - the polylogical nature of the content of the educational subject determines the need to turn the educational material into the basis for polylogy.

Polylogicality is based on various ideas expressed by the participants of educational dialogue in the conditions of subject-subject relations, the main subject of which is the joint discussion of one thing with joint attention in solving the problem. Polylogical communication implies the subjective activity of all participants in the polylogue. The main functions of interaction in the process of polylogue are self-education, self-development, mutual assessment and activation of self-esteem. In a real polylogue, there is not only external coercion, but also internal predetermination. Education is understood as the self-development of a person in communication. Conditions for polylogue: establishing partnership in communication, recognizing and defending the rights of partners to their point of view, the ability to listen and hear partners, readiness to look at the subject of communication from the point of view of partners, ability.

Empathy and sympathy; - the principle of individualization of the educational process. The process of preparing students implies that each student chooses his own level and pace of learning, which is determined by the use of designing his own educational activities. Only in a strictly individualized educational process can an individual approach to managing the educational process of each student be implemented; - the principle of student consciousness and activity. Determines the position and attitude of students to participation in the educational process. A conscious approach to education is an understanding of the essence of the problems being studied, confidence in the correctness and practical significance of the knowledge gained, a positive attitude to learning. Consciousness gives education an educational character. Student activity in the educational process makes a significant contribution to the formation of qualities and skills of general professional value[5].

The effectiveness of the above principles increases when the following set of pedagogical conditions is met, by which we understand a set of interrelated measures of the educational

process, the observance of which ensures the achievement of pre-planned goals and objectives of learning:

1) the implementation of student-oriented, activity-based and competency-based approaches in the process of organizing students' educational and extracurricular activities, which involves the use of various forms of activity, teaching methods and techniques, taking into account individual characteristics and the initial level of students' readiness. The goal of implementing the first condition is the formation of an intellectually developed personality capable of self-education and self-development. To achieve this goal, it is necessary to abandon such an organization of the educational process, in which educational activity is reduced not to the production of knowledge, but to the process of reproductive assimilation (assimilation and practical application of knowledge).

2) the interaction between teachers and students in the educational process determines the student as an active subject of activity. This condition allows to increase the student's activity as a subject of the educational process, to expand the boundaries of his creativity, which in turn contributes to the formation of qualities of general professional importance (we include, first of all, such qualities as courtesy, humanity, dedication, independence, responsibility, organization, creativity, criticality, self-criticism, mindfulness, reasoning), on the basis of which competencies are formed (communicative, informational and special (project and self-development)). By information competence we understand the ability to independently search for, analyze, select, process and transmit the necessary information using information technologies, the ability to critically approach information. Within the framework of specific competence, we consider the competence of self-education, which is associated with the ability to learn throughout life, as a basis for continuous training in professional terms, personal and public life, as well as project competence, which is associated with the ability to effectively organize one's own activities. We propose to determine the level of development of competence by the following criteria and indicators: - motivational (values, worldview, implementation of moral standards, motives (external and internal), goals, reasoning, readiness for flexible reorientation within and outside one's own activities.); - operational (ability to carry out activities, efficiency of activities, knowledge, abilities, skills, mastery of modern technologies, individual style of activity); - social activity (the ability to effectively cooperate, collaborate, understand the significance of one's own activities and the activities of others).

3) a combination of collective, group and individual forms of organizing the educational process. The optimal combination of collective, group and individual forms in the process of organizing training in the humanities ensures an increase in the quality of students' mastery of educational material, contributes to the formation of a system of knowledge, abilities and skills, and in general accelerates professional development. As indicators of the formation of a system of knowledge, abilities and skills in students, we include the following: volume, completeness, consistency, meaningfulness, strength, effectiveness and mobility.

4) stimulation of students' cognitive activity in the learning process, which allows students to design their own learning activities, create a favorable emotional environment during these activities, ensure emotional perception of educational material and facilitate memorization. In addition, the fulfillment of this condition helps to organize purposeful and conscious activities aimed at self-education and self-development.

5) Monitoring. Monitoring is a necessary condition for control. Based on the results of control, the teacher can clarify the goals and content of the lesson, reconsider approaches to choosing organizational forms and methods of teaching.

One of the main elements in the organizational - activity block is the element of management activity, which includes the following stages: goal setting, information basis for training, forecasting, decision-making, organization of implementation, communication, correction, control and evaluation of results. The specified stages determine the implementation of the corresponding management functions within the framework of managing the cognitive activity of students: goal setting, information, prognostic, project, organizational, communicative,

control-evaluation and corrective[6]. In addition, the following principles should be taken into account when implementing management: - the principle of stability, which provides a system of corrective effects, which, as a result, reduces it in case of deviation from the educational goals (adaptation of the content of education, formulation of more predictable goals, clarification of the management impact, their (impact) effectiveness, ensuring a clearer consistency of the interaction between subjects, etc.); - the principle of convenience, which implies creating maximum convenience for the creative manifestation of participants in mutual pedagogical cooperation; - the principle of concentration, which implies the unification of the efforts of all subjects to solve the main problems (cognitive, project, management) arising in the educational process; - the principle of parallelism, which implies the implementation of several management decisions at the same time in the conditions of pedagogical practice; - the principle of flexibility, which is considered as the adaptation of management subjects and objects to each other and to changing working conditions [1]. It is this management process that allows: - to ensure a single direction of the efforts of all members of the educational process towards achieving a common goal - the quality of education; - to create a mechanism of internal motivation for action - motivation; - to ensure three aspects of management control: a) to ensure a clear definition of goals that must be achieved at each specified time interval and based on plans developed in the educational process; b) to measure what has been achieved for a certain period and compare what has been achieved with the expected results; c) prepare to take measures to correct major deviations from the original plan, if necessary.

The control and correction block includes the assessment and monitoring of learning outcomes and their correction. The outcomes are assessed according to the quality indicators of teaching the humanities at a technical higher educational institution, which include: – compliance of the results obtained with the established educational goals; - educational motivation (the factors influencing the formation of positive motives for learning should be understood as: - students' awareness of the immediate and long-term educational goals; theoretical and practical significance of the knowledge acquired; emotional form of presentation of scientific information; content and novelty of scientific information in educational activities; - cognitive activity associated with the desire to learn; - attitude to the subject being studied, determined by students' interest in the educational process, efficiency and satisfaction. The effectiveness block of the process of teaching the humanities in a higher educational institution involves the formation of a system of knowledge, skills and abilities in the subject in students as a result of the application of the pedagogical project, the development of personal qualities of general professional significance. The educational process based on a pedagogical project has the property of integrity and the formation of competencies, since all these components are interconnected and are aimed at the final result - raising the quality of teaching the humanities in a higher educational institution to a high level.

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