

Pedagogical Conditions for Improving Research Activity in Future Primary School Teachers

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Abstract: This article describes the pedagogical conditions in our research as a social pedagogical necessity to improve the research activities of future primary school teachers - a set of objective and subjective factors existing in the higher education system that determine the appropriate content, organizational form and methods of active involvement of students in research.

Key words: Interest, need, motivation, activity, "motive", systematic approach, sought con.

Introduction

In the Russian dictionary, the concept of "*condition*" is interpreted as "a situation in which something depends", and "circumstances" is interpreted as "an environment in which something happens". A large explanatory dictionary of the Russian language defines a "condition" as "a requirement imposed by someone, the fulfillment of which depends on any contract" [2].

In defining pedagogical conditions, we define conditions as a philosophical category that expresses the relation of an object to the events that surround it. Conditions create the environment, the environment in which events and processes occur, exist and develop.

In our study, pedagogical conditions are a set of objective and subjective factors present in the higher education system that determine the appropriate content, organizational form and methods that ensure the active involvement of students in scientific activities. The research revealed a whole set of different pedagogical conditions, systematized and grouped into three groups:

- Continuity and integration of pedagogical activities of the school, secondary school and university in the organization of research activities of schoolchildren and future primary school teachers;
- local normative support of students' research activities;
- Organizational and methodological support of research activities of future primary school teachers, including the introduction of a special course in the educational process.

Materials and Methods

"Fundamentals of Methodology of Student Research", which provides for the integration of knowledge, skills and abilities acquired by students in the study of other disciplines of the curriculum.

Let us give a detailed description of these conditions.

The study of the organization of research activities of future primary school teachers is expedient from the point of view of a systematic approach, which allows to complete the task more fully.

Analyze this socio-pedagogical phenomenon.

Analysis of psychological and pedagogical research allows us to confirm that the research activities of future primary school teachers are pedagogically organized and managed, and that motivation is an integral component of any organization and management.

The essence of stimulating students' research activity lies in the development of the individual's needs-motivational sphere. Creating the necessary conditions for the formation of its needs and motives for action. Given that pedagogical stimulation of students' research activities is one of the main concepts of our research, let us define some concepts and terms that describe the stimuli of human activity in general. These include needs, interests, motives, and incentives.

Discussions and Results

Need, as a psychological concept, means experiencing a person's need for something that is lacking. Experiencing such a need arouses in a person an inner curiosity that suits him, motivates him to action integrated course - a module of disciplines in the curriculum, which are interconnected in content, but have their own independent subject;

- professional activity - a set of objects of professional activity manifested in scientific, social, economic spheres, production;
- object of professional activity - objects, realities, processes and systems focused on professionalism;
- type of professional activity - methods and means of description of the object of professional activity in order to make changes in the direction of education.

Competence - the ability of a person to successfully apply the knowledge, skills and abilities acquired in a particular field of study or specialization, as well as the formed personality traits in the workplace.

- competence - the ability to apply knowledge, skills and abilities, as well as personal qualities for successful work in a particular field;
- module - educational disciplines and their components, which are interconnected and logically complete in achieving a specific goal and outcome of education and upbringing;
- direction - the orientation of the doctrine of basic education to a specific type and or object of professional activity;
- educational program - a system of compulsory and elective subjects taught in a particular bachelor's degree or master's degree, types of internships and their content.
- direction of education - a set of educational programs of different levels within a single professional activity;
- learning outcomes - acquired knowledge, skills and abilities and acquired competencies.

The next link behind the need to encourage future primary school teachers to do research is interest. "Interest is a set of needs that are motivated by positive emotions and give an exciting character to human activity. The motivating role of interest is that the activity based on it and the results achieved at the same time bring joy, emotional growth and satisfaction in the subject. which encourages him to show activity. Analysis of psychological, pedagogical and sociological literature allows a certain classification of the main types of creative work of students. They can be divided into the following. Information and abstracts are works written on the basis of several literary sources in order to fully cover any issue.

Problem-abstract - involves comparing data from different literary and documentary sources, on the basis of which is given its own interpretation of the given problem. Natural and descriptive - phenomenon observation and qualitative description. Experimental based on the description of a scientific experiment.

Research is the work carried out using this technique, with the help of which it takes its own experimental materials, on the basis of which it analyzes and draws conclusions about the essence of the studied phenomenon. In addition, there is educational and research work. is called research work because its main goal is not to obtain scientific results that are objectively innovative, but to be able to apply the simplest research skills and abilities.

The research activities of future primary school teachers are often educational, as its main goal is not to achieve new results with objective innovation (although this is also important), but to be able to apply the simplest research skills and abilities.

The meaning of research activity is that in the process of its implementation it acquires a certain list of research skills and abilities of future primary school teachers: independent selection of literature, work with catalogs, archives, information reviews, compiling their own files, writing notes publicity with literature, scientific lectures, program development and independent research.

The separation of teaching and research and research activities is very arbitrary, as both types serve the same purpose - to shape the readiness of future primary school teachers for research work, including the development of their research skills, independence. The main difference between teaching and research activities lies in the degree of independence of the audience in conducting research and the level of novelty of the result obtained [4].

Analysis shows that any type of research activity involves, first of all, mastering the technology of creativity, the technique of creative research. Methodologically, all types of work are a problem (why is it done?)

Curiosity often moves a person in a certain direction and thus serves as a motive for activity.

Motives are another driving force in the research activities of future primary school teachers. They reflect a person's subjective attitude to an activity that is consciously set in a certain way and based on an elegant goal. In the scientific literature, the concept of 'motivation' is often defined by a false 'motive', which is given the meaning of the original motivating force.

Correct descriptions of incentives and motives were given by N.D. Levitov and K.K. Platonov in the early 60s. KK Platonov believed that a stimulus is the influence of the external world, which forms the motive of activity, and the motive is an internal stimulus of human activity: thought, emotion, it manifests the social essence of man [87, p. 125].

Z.I. Ravkin also describes that a stimulus is a means of motivating people to activity, a specific external stimulus, the power of which increases with social significance. The motive is also the next task of the internal stimulus of the activity performed by that person. → Motives are thoughts, desires, and interests that are consciously controlled in the performance of a particular task or in specific actions in their own actions.

Thus, motivation is an objective stimulus of social significance for an action, a motive is a personal justification of the action that causes the stimulus, i.e., a stimulus of a subjective nature, the power of which increases as its socially valuable content increases.

In terms of a systematic approach, stimulating students' research activities is a system of interactions between an object, a stimulus subject, and the environment, resulting in the development and enrichment of students' needs and motivations for participation in various forms of research. The research organization model is

shown in Figure 7. The central figure in the system of encouraging the research activities of future primary school teachers is undoubtedly the student, without whom there is no incentive and cannot be. This is done for the benefit of the student, the effectiveness of this process is checked according to the changes in his attitude to the research activity. The object of encouragement should be all students, regardless of their level of interest and participation in research activities. The whole society, its social institutions (universities, pedagogical and student communities, their self-governing bodies, family, etc.) in the role of the subject of stimulating the research activities of a particular individual. , this university teachers or other

Methodological and mathematical training plays an important role in the professional training of primary school teachers. According to tradition, the basic content of the mathematical preparation of a divisive primary class teacher is the formation of personality) skills. The methodological and mathematical training of a future primary school teacher does not meet the needs of modern primary education in terms of imparting mathematical knowledge to students, developing in them basic mathematical knowledge and teaching students to solve independent problems and developing skills in this area.

The inability of future primary school teachers to solve independent problems, such as mathematics, geometry, physics, chemistry and astronomy, and their inability to make independent decisions in a difficult situation throughout their lives, leads to failure. This is because in teaching elementary school students to solve problems, students are faced with a problem situation in which they are able to find the most optimal solutions, make independent decisions and defend that decision. This plays an important role in helping future primary school teachers find their place in society, choose a career, and lead a prosperous life.

In primary school, through mathematical tasks, pupils develop such qualities as kindness to each other, peers, respect for adults, respect for the little ones, our material and spiritual wealth, school, classroom equipment, care for nature.

A mathematical article is a related concise story in which the values of some quantities are included, and the values of other quantities related to them and connected to the quantities in the article condition by certain relationships are sought. But teachers also know another definition of an article: an article is a question expressed in words, the answer of which can be obtained using arithmetic operations. Note that this definition only applies to arithmetic articles.

Looking at the concept of article in a narrow sense, it is possible to distinguish the following components:

- a) the condition of the article - a statement of the plot in words, in which the values of the con are expressed in the form of disclosure (using cones) or explicit form (using words) of the functional connection between the sizes included in the article;
- b) the question of the article - it is suggested to know the unknown values of one or more quantities.

Conclusion

Thus, in any arithmetic article, there must be elements consisting of an unknown (sought-after) con (or several sought-after con) and given cones (they must not be less than two). Working on an article begins with mastering its content.

Condition and question are the basic elements of the article. Numeral (or literal) information is given in the terms of the article; the amount sought will always be included in the article questions. However, in some cases the article may be expressed in such a way that the question takes part of the condition or the whole article is described in the form of question.

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