The Role of Self-Study in the Comprehensive Development of the Future Primary School Teacher

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Abstract: This article discusses the problems associated with the place of self-study in the comprehensive development of the future primary school teacher.

Keywords: components, category, pedagogical research, intellectual talent, creativity.

Mechanisms for developing the creative competence of future primary school teachers in higher education institutions around the world have been applied to the educational process as a decisive factor in realizing the needs and opportunities of competitive training. The general qualification requirements for the bachelor's degree in the state educational standards state that the trainees must be able to make independent decisions in their field, have competitive professional training, organize their work on a scientific basis and independently improve their knowledge and skills.

In the system of higher education, independent education plays a special role in the training of personnel with these characteristics.

Independent educational activity involves the comprehensive development of the individual, consisting of mental, physical, spiritual and moral, labor and aesthetic development. Mental development means the acquisition of knowledge, the development of worldviews and beliefs. Moral development is the development of positive personality traits based on knowledge of the norms of behavior. In both aesthetic development and moral development, attention is paid to aesthetic education, the acquisition of knowledge in the field of art and special types of artistic creation.

The expansion of the level of mental awareness of the future primary school teacher is largely realized in professional independent learning activities.

The developmental influence expressed in this or that quality of the person is manifested both directly and indirectly. In the process of independent learning, links are established between mental, physical, moral, labor and aesthetic development.

Establishing links between different aspects of development leads to effective results in managing an individual’s development. All-round development of a person occurs not only in the early stages of its formation (childhood, early adolescence), but also during adulthood.

Speaking about the individual development of a person, he emphasizes that a person is formed at a certain level of neuropsychic development:

The formation of a person as a person is associated with a relatively high level of neuropsychological development, which is a necessary internal condition of formation.

Recently, the term “socialization” of the individual has become widely used in the literature. This term is used in the recognition of the socio-historical nature of the formation of man, his social experience and the experience of social life, that is, the processes that, in our opinion, affect independent educational activity.

In the study of the stages of human socialization, it shows early socialization, the socialization of the learning period, and the end stage of the life cycle.

The step-by-step approach to the problem of socialization of the individual depending on the type of leading activity is more common in sociology and child psychology, which is of interest
to us in terms of the problem of independent education of the future primary school teacher.

Social maturity is a period of active labor activity of a person, in which a person is formed as a subject of activity and creative potential is manifested. Creative activity is characterized by purposefulness to perform non-standard pedagogical activities. In the process of independent learning, the teacher enters into a creative relationship with his colleagues, and as a result, he is formed as a subject of communication and a subject of knowledge. The professional activity of a future primary school teacher influences the formation of specific features of the field of knowledge and, of course, the development of the necessary ability to see different pedagogical situations creatively.

The future primary school teacher receives a lot of professional information from various sources of influence: special methodological literature, the Internet, print sources, radio, television. One stream of this information comes through channels that are organized for pedagogical purposes according to the level of education of groups of people. Another flow of information reaches the prospective primary school teacher through the media, and influences his or her independent learning activities. Both currents affect the teacher throughout his or her life and require him or her to understand, accept, and manage his or her world from a pedagogical point of view.

The study of movements takes place at different speeds and differs in its peculiarities. This is where the decline comes forward. According to the experimental data of a number of authors, the weakening of psychomotor functions is observed by the age of 30-35 years, and this corresponds to the period of middle maturity. If previously formed skills are used in the study of movements, the decline in psychomotor functions will be slowed.

Thus, it can be said that the resources of intellectual development, the potential capabilities of adult intelligence are in the system of changing information (in terms of meaning, content) that takes place in the learning process.

Thus, the age of the teacher does not play a significant role in the overall development of the future primary school teacher, where the personal, physiological characteristics and teaching experience of the future teacher; motivation to participate in creative independent educational activities; understanding the creative component of the professional competence of a future primary school teacher as pedagogical values; ready to constantly replenish information and change creatively (in terms of meaning, content); it is necessary to take into account the ability to reflect the pedagogical experience in a purposeful way and to create the necessary pedagogical conditions for independent educational activity in accordance with the age and individual characteristics of a particular individual teacher development.

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