

DEVELOPING PEDAGOGICAL ABILITIES IN PRIMARY EDUCATION STUDENTS

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Abstract

This article analyzes the theoretical and practical aspects of the formation and development of pedagogical abilities in students studying in the field of primary education. The essence of the concept of pedagogical abilities, its structural components, and factors of development in the educational process are scientifically covered. Effective methods and technologies that serve the development of pedagogical abilities are considered. According to the results of the study, it was determined that interactive methods, a reflective approach, and practical exercises play a high role in the development of pedagogical abilities in students. The conclusions and recommendations put forward in the article are of great importance in improving the quality of primary education.

Keywords: pedagogical abilities; primary education; student; competence; reflection; interactive methods; professional training

1. INTRODUCTION

In the context of modern globalization, the issues of modernizing the education system and improving its quality and effectiveness are recognized as one of the priority tasks of each state. In particular, the role of the education system, especially the primary education stage, in developing human capital is invaluable. Primary education forms students' initial motivation for learning and creates a foundation for their intellectual, social, and personal development. Therefore, the professional preparation of teachers working at this stage and the high development of their pedagogical abilities is necessary.

Today, in the process of training pedagogical personnel, it is important not only to provide theoretical knowledge but also to form professional competencies aimed at applying them in practical activities. Especially, the development of pedagogical abilities in students studying in the field of primary education is considered an urgent scientific-pedagogical problem. Pedagogical abilities encompass a set of skills such as effectively organizing the teaching-education process, establishing constructive communication with students, taking into account their individual characteristics, and evaluating educational results.

2. METHODS

The methodology of the research was formed on the basis of modern theoretical concepts of pedagogy and psychology, particularly competency-based, person-oriented, and reflective approaches. The methodological basis of the research consists of a systematic approach based on the patterns of interconnection and continuous development of pedagogical processes.

A combination of theoretical and empirical methods was used during the research. Theoretical methods included analysis of scientific literature, generalization, systematization, and comparison. Empirical research methods were aimed at directly studying the pedagogical process: pedagogical observation, questionnaire

method, and interview method. Experimental work was also organized within the scope of the research, using interactive methods including 'brainstorming,' 'cluster,' 'role-playing,' and problem-solving exercises.

3. RESULTS AND DISCUSSION

During the research, the process of developing pedagogical abilities in primary education students was studied on the basis of theoretical and empirical methods. The obtained results showed that the formation of pedagogical abilities in students is not at the same level, and some components (communicative and didactic skills) were found to be relatively underdeveloped.

According to the results of initial observations and questionnaires, although students had mastered theoretical knowledge, they encountered difficulties in applying it in real pedagogical situations. Particularly, deficiencies were observed in independently planning lessons, establishing effective communication with students, and making pedagogical decisions.

As a result of the systematic application of interactive methods, student activity increased, and skills in analyzing pedagogical situations and finding solutions developed. Final analysis results showed significant positive dynamics in all main components of pedagogical abilities in the experimental group. Communicative abilities developed, students improved their skills in clear and logical expression in communication with students. Reflective abilities also developed, and students formed a conscious approach to analyzing and evaluating their own pedagogical activities.

4. CONCLUSION

During the conducted research, it was found that the main components of pedagogical abilities — communicative, didactic, organizational, and reflective abilities — are formed as a mutually integrated system. This shows the need to view pedagogical abilities not as a set of separate skills, but as a unified professional competence.

The results of experimental work confirmed that interactive teaching methods, practical exercises, and reflective approaches are effective tools for developing pedagogical abilities in students. In particular, problem situations, role-playing games, and collaborative teaching methods positively influenced the development of students' pedagogical thinking. Based on this, the following scientific-practical conclusions were reached: practical activity has priority importance in developing pedagogical abilities; wide application of interactive and innovative pedagogical technologies is necessary; systematic organization of reflective activity accelerates professional development; and activating students' independent educational activity is of great importance.

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