



## RATIONALE FOR IMPROVING THE TRAINING OF FUTURE ELEMENTARY SCHOOL TEACHERS ON THE BASIS OF DIFFERENTIATED EDUCATION

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### ABSTRACT

This article describes the rationale, methods and means of improving the training of the future primary school teacher on the basis of differentiated education.

### KEYWORDS

Future primary class, demand, teacher training, DTS.

### INTRODUCTION

Since the opening of new aspects of Education, a new approach is a requirement of the period, the law of the Republic of Uzbekistan is determined by an approach to the selection of differentiated educational programs within the framework of state educational standards and state educational requirements from the principles of the law on Education adopted by the legislative chamber on May 19, 2020. The choice of the form of education in the priority of education, the achievement of equal opportunities for education, the absorption of national and universal values in education and

upbringing, the instillation of humanism, democracy in education and education, the continuity and consistency of Education. In the process of teaching on the basis of national and universal values, maximum attention is paid to the individual abilities of the individual. The capabilities of each student are taken into account by the teacher and a creative educational environment is created. One of the main aspects of ensuring the rapid development of the intellectual abilities of students of higher education institutions, as



well as deep, differentiated, personality-oriented education.

It should be noted that since the XIX-XX centuries we have been witnessing the establishment and implementation of differentiated teaching in the scientific schools of developed countries England, France, USA. Scientific analysis in this regard shows that the manifestations of classical pedagogy are ya.A.Kamensky, I.G.Pestalossi, K.D.Ushinsky vs characterizes it as a differentiated educational principle based on an individual approach, and it is considered necessary that it naturally corresponds to the nature of students of all ages as well as students.

M.I.According to Fisher, initially the stratification process is organized in gymnasiums with different goals. Based on the organization of education in the state, specific goal-oriented and private schools develop. Apparently, as a result of the organization of training in the form of stratification for the first time, a class-lesson system was formed.

In general, along with the transition to a differentiated education system, studies of scientists on the age and individual characteristics of adolescents L.S.Vygotsky, I.A.Deeply analyzed by Zimnyaya. Clarifying another issue has become clear in the investigation process. To determine the mental development of students in the process of mastering and substantiate scientific hypotheses in this regard, P.P.Blonsky, E.D.Bozhovich, A.A.Verbisky, A.S.Gazman, P.Ya.Galperin, V.I.Zagvyazinsky, M.I.Makhmutov, M.N.Skatkin, N.F.Theories of scientists such as Talizina led to the foundation of this science.

Over time, we will witness the deepening of scientific reflections, the processes of interdisciplinary differentiation and integration in the 80s and 90s of the XX century, the establishment of interdisciplinary and interdisciplinary integration are considered as

problems of pedagogy.G.Gurova, F.F.Karalev, M.A.Danilov, V.V.Graevsky, V.G.It is admirable that Gmurman, Inga Unt, has been analyzed and recommendations have been developed. Taking into account the fact that other forms of education are inextricably linked with differentiated education, well-known educators K.D.Ushinsky, P.P.Blonsky, V.M.Bekhterev paid special attention to taking into account the individual characteristics of students. In the educational and educational field, a personality is formed its edges are opened, abilities are developed. To do this, the educator emphasizes the importance of focusing on the individual characteristics of the child and the increased need for study.

Supporters of differentiated training in the 1920s, first of all, touch on the need to create professional schools, noting that the organization of such forms of Education serves to improve the economic situation of the country, to develop the economy, to correctly set strategic goals. Secondly, stratification-develops the scientific and creative abilities of educators. Thirdly, it consists in the choice of forms of "free education", that is, free training, based on the requirements of social needs.

In the early years of the 20th century, it became noticeable that special theoretical and practical classes in the possession of a differentiated education in pedagogy provide a connection between general education. In pedagogy, the concept of "individual approach", having the status of a didactic principle, is associated with the concept of "differentiated approach".

In pedagogy, "differentiated Education" describes the boundaries of concepts in several options:

- individualization and differentiation are not meaningfully, but in scientific analyzes these words are used as synonyms;



- only the term "individualization" and "stratification" are concepts that do not differ in special signs;

- individualization is a component of differentiation.

I.E.Unt assesses the concepts of "individualization" and "differentiation" of education as a joint process, looking at it as a complex phenomenon of pedagogical science. Such concepts are called "individual Education". An analysis of the relevant literature shows that each depends on what goals and means are meant when talking about the individualization of a more specific content of this concept in an individual case. There are great differences in the application of this concept in different countries, between different authors and in everyday school practice. "Individualization" in the pedagogical encyclopedia... "the organization of the educational process, the choice of methods, techniques and the pace of learning in it take into account individual differences of students, the level of development of their learning abilities." The terms "individualization" and "stratification" are often used synonymously. Hence, in the same sense, it focuses on an individual and differentiated approach to students in the classroom.

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In general, character is a typical feature of a person and the totality of individual and psychological characteristics that are clearly manifested in his activities. The manifestation of character traits an



individual, characteristic feature of the emotional experiences of each typical situation depends on the personality relationship. On the second hand, the qualities of action and individual specific methods in each typical situation depend on the relationship of the individual. Intellectual, emotional and volitional traits of character can be distinguished. Having said reasonably, character means that we understand the individual characteristics that are contained in a person under the influence of Environment and upbringing and are manifested in his volitional activity, in his self-attitude to the surrounding, to the universe (to other people, to work, to objects).

Given the above, a huge number of character traits are considered to be deep and active inclinations that determine a person's actions. So, in these inclinations, the motivating power of character traits is manifested. Due to such an motivating force of character traits, a person often does something contrary to objective conditions and applies completely inappropriate methods of action to the goal. Some people knowingly choose a difficult task. As character traits lead to act in a certain way, and sometimes to act contrary to circumstances, they become active in difficult moments of life. The character is tested in the fight against resisting conditions. This is one of the Central and important tasks of educating the harmonious generation. Perseverance includes such traits as a critical look, insight, excitability, sympathy-intellectual(mental), cheerfulness, mexribility-emotional-volitional characteristics.

The concept of individuality in qabusnoma (lot. individuum-indivisible) - given as a specific, unique, private character of a particular thing and phenomenon, person and creature itself. With the specificity of character qualities, the general signs of an individual personality are contrasted. Individuality was considered in antiquity by the outstanding Greek

philosophers Levkipp and Democritus as the process of identifying properties characteristic of a certain form and content, that is, of something and phenomena that have specific signs, including individ (that is, indivisible). The ancient Roman philosopher Seneca further perfects the concept of individuality. Individuality has recognized that it is a specific thing (being) that cannot be broken into other pieces without losing its characteristics and content. In medieval philosophy, individuality represented the concept of human personality. In the XVII century, feedback on individuality is comprehensively developed in the teachings of the German philosopher Leibnis. Individuality has also found expression in the work of the German adibi Goethe. In addition, it is also a characteristic feature for the worldview of romanticism. In the present era, the concept of individuality is used in science in various meanings. For example, in biology, individuality is considered a kind of hereditary trait in the body, in psychology it refers to the personality's thinking, intuition, will, desire and aspiration, need, interest, mood, emotion, condition, behavior, habit, okay, ability and qualities, as well as the specificity of its client and nature. In the Social Sciences, individuality is studied as a concept contrary to the crowd, group. And in literary criticism, the characteristic features of an artistic image serve as a criterion that shows to what extent the work is reflected in life, truthfully. The originality of the hero of a work of art also determines his nationality and which social stratum he belongs to. The characters characteristic of the specific language and style of the writer also constitute individuality.

B.V.The principles of the new pedagogical paradigms were clearly defined by educational strategies. The consumer of education from pedagogical philosophy is a student. Their activity is manifested in creative



qualities. The task of the teacher is to stimulate his capabilities in an innovative educational environment.

Professional training strategies as a result of integration in the learning process, personal development is based on implementation-based approaches for educational strategies (Tao), traditional Oriental schools, and in modern Western sources (R. Grinder, M. Erickson) is quoted.

A.A.Akramov identified the Integrative, organizational, diagnostic functions and socio-practical component of general, methodological, general competence on the development of Civil position in future teachers. He proposed the cognitive criterion for determining and assessing the effectiveness of dynamic changes in future teachers, the awareness of social significance, the formation of qualities of behavioral and consequential criteria, the organization of collaborative activities of students as a result of diagnosis.

Pedagogical technology-convenient to find the necessary information

is the use of forms and methods.

The main criteria for pedagogical technologies are as follows:

1. Relying on a certain concept.
2. The mutual logical connection of the components of the educational and educational process.
3. To guarantee the achievement of educational standards.
4. The possibility of re-implementation by others.

In addition to the fact that pedagogical technology is based on scientific criteria on a rational basis, intuitive (empirical) knowledge is also important in its further development. Even in the processes of development of pedagogical technology, these circumstances can be

observed. The use of differentiated educational technologies in the preparation of future primary school teachers ensures effective results in the learning process and increases students' self-confidence, teaches them to create independent projects.

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