



Approaches to the Formation of the Readiness of the Leading Teacher in Younger Schoolchildren

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Abstract: *This article discusses possible approaches to the formation of the readiness of the future teacher.*

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Introduction: At the present stage of education development, a teacher is in demand who is ready to develop the ability of self-control in younger schoolchildren, which in the future will allow the student to independently control his educational activities and its results. However, there is a contradiction between the needs of society, reflected in the republic of primary general education, and the insufficient motivation of future teachers to develop self-control skills in younger schoolchildren, fragmentary knowledge about its essence and ways of development. The formation of the future teacher's readiness to develop the ability of self-control in younger schoolchildren makes it possible to resolve this contradiction.

Methods: Based on the analysis of the scientific literature, we identified and used the variants of the compatibility of approaches that are most adequate to the theoretical provisions on the readiness of the future teacher to develop the ability of self-control in younger schoolchildren as a systemic personal education, which is a unity of motivational-value, cognitive, operational and reflexive-analytical components. Such approaches, from our point of view, are systemic, personality-oriented, integrative, and contextual. At the same time, a systematic approach allows to form readiness as an integral education, a personality-oriented approach ensures the formation of motivational-value and reflexive-analytical components of readiness, an integrative approach is more associated with the formation of a cognitive component, and a contextual one - an operational component.

The analysis of the readiness of the future teacher to develop the ability of self-control in younger schoolchildren as a system of personal education allowed us to identify its components and internal connections between them. Earlier in our publications, we justified on the basis of a system analysis the necessary and sufficient number of structural components of readiness: motivational-value, cognitive, operational. At the same time, the motivational-value component is associated with the cognitive and operational components, since motives perform a motivating and guiding function, on their basis, the necessary knowledge and skills are updated or acquired. It is necessary to emphasize the relationship between the motivational-value and a cognitive component, since the knowledge that makes up the content of the cognitive component, in turn, contributes to the formation of motives for activity. The reflexive-analytical component is connected with all other components,

since the content of all components is subject to reflection, thereby creating an opportunity for the development of readiness.

Designing the process of formation of the future teacher's readiness for the development of self-control skills, it is necessary to take into account both internal links between the components of readiness and its level structure, and external links. In this regard, we consider it necessary to focus on several points related to external relations. Firstly, readiness to develop self-control skills as a systemic personal education is part of a larger and more complex system - readiness for professional and pedagogical activity, reflected in the graduate model. Therefore, it is necessary to design the process of formation of readiness for the development of self-control skills in such a way that it does not contradict, but contributes to the achievement of the goal of training a future teacher at a university. Secondly, readiness is formed as a prerequisite for the successful implementation of professional activity. Therefore, when designing the process of forming the readiness of a future teacher to develop the ability of self-control in younger schoolchildren, it is necessary to take into account not only the result manifested in the personality of the future teacher, but also the result manifested in the personality of a younger student. It is in this case that readiness as a system education acquires a true meaning.

Taking into account the internal and external links of readiness as a system education, we have defined its level structure, which is represented by intuitive, partially productive and productive levels. Highlighting the levels of readiness, we took into account two points: firstly, each level of readiness should to a certain extent guarantee the development of self-control skills in younger schoolchildren; secondly, the formation of readiness for the development of self-control skills should proceed in the logic of the general preparation of the future teacher for professional activity, which makes it possible to maximize the potential of various academic disciplines, rely on the knowledge and skills available to students and enrich them in the development of self-control skills. We have determined the content of the readiness components for each level so that the future teacher can develop the ability of self-control in younger students, based on his own experience of self-control in educational activities, based on theoretical knowledge about self-control and its development included in the content of general professional training, based on special knowledge about the ability of self-control and the methodology of its development.

So, a systematic approach to the formation of the future teacher's readiness to develop the ability of self-control in younger schoolchildren ensures the formation of such readiness in the unity and interrelation of its components and levels. In addition, this approach ensures the inclusion of such readiness as system education in larger systems: readiness for pedagogical activity, which is formed during the process of studying at a university, and pedagogical activity itself, during which the teacher ensures the development of self-control skills in younger schoolchildren.

The expediency of using integrative, personality-oriented and contextual approaches to the formation of a future teacher's readiness to develop self-control skills in younger schoolchildren is due to the content of individual components.

The integrative approach ensures the formation of the cognitive component of readiness, the content of which is knowledge about the ability of self-control in younger schoolchildren, methods and means of its formation.

We share the point of view of a number of teachers, according to which integration is a special organization of the content of training or curriculum, in which the content of various disciplines and various activities are united around a problem. In our study, such a problem is the development of self-control skills in younger schoolchildren, knowledge of which students acquire during the study of various disciplines, special seminars and special courses.

In the process of forming the readiness of the future teacher to develop self-control in younger students, we apply integration both horizontally and vertically. The future teacher also needs special knowledge and skills for the development of self-control in younger students, which he receives as part of an integrated course in which the content of various disciplines and various

types of activities are integrated around a professional problem - the development of self-control in younger schoolchildren. We also use integration in interdisciplinary projects. Due to the specifics of the personality trait being formed, we use the integration of theory and practice at three levels: the integration of theoretical and methodological knowledge on the problem of self-control and educational activities of students, the integration of theory on the problem of self-control formation in younger schoolchildren and practical tasks for their application, the integration of educational activities and practical activities at school.

Thus, the integrative approach ensures the formation of the cognitive component of readiness: the integration of the content of various academic disciplines and practical activities provides the necessary knowledge for the successful development of self-control skills in younger schoolchildren.

A personality-oriented approach makes it possible to effectively form a motivational and value component of readiness, the content of which is formed by interest and responsibility in relation to the development of self-control skills in younger schoolchildren, and a reflexive and analytical component, the content of which includes the reflexive and analytical skills of a future teacher.

The personality-oriented approach is one of the leading approaches at the present stage of education development. According to the personality-oriented approach, in the process of education, an emerging person must acquire personal experience, that is, the experience of being a person. Personal experience, according to V.V.Serikov, manifests itself in such human qualities as selectivity in a life situation; the ability to reflect; the need to find the meaning of education, professional and life plans, life itself; responsibility; the ability to self-regulation; creativity; the need for inner freedom as a subject of one's own life. These qualities are manifested in readiness as a property of the personality of the future teacher as the ability to reflect, awareness of the meaning of education and pedagogical activity as values, taking responsibility for their pedagogical impact on the child; the ability to self-regulation, creativity in pedagogical activity. Thus, the formation of personal experience is of fundamental importance for the formation and self-development of the future teacher's readiness to develop self-control in younger schoolchildren.

Personal experience has an individual emotional and sensual form and manifests itself in the form of a personally significant conclusion obtained from one's own experience. The tool for creating a personality-developing situation is a dialogue specifically aimed at actualizing the personal functions of students, at accumulating their experience in implementing value choices, critical perception, reflection on creative solutions to personally significant problems, etc. According to V.V. Serikov, the subject of the dialogue always lies in the context of personal goals, interests, and meanings of the interlocutors. However, the dialogue is never reduced to the assimilation of the subject. It is always over-objective, as it expands the boundaries of the knowable through the exchange of not only information, but also assessments, meanings, hypotheses-revelations. The purpose of the personal-semantic dialogue is not to "remove" the problem, but to realize the significance of the very fact of detecting this problem for the subject. In order for the dialogue to take place, it is necessary to present the existing problem objectively in the form of a subjectively significant question. In our study, we create such conditions in which the future teacher, through understanding his own experience of educational activity, comes to the conclusion about the importance of the ability of self-control in this activity and further to the realization of the

significance of the very goal of developing this skill in younger schoolchildren, since in this case "the value attitude of the teacher to his activity begins to be fixed, and to the student's activity".

Results and Discussion: Based on the above ideas, we have formulated the following rules for organizing the process of forming the readiness of a future teacher to develop self-control in younger schoolchildren:

- 1) discussion with future teachers of the content and forms of work at all stages of the formation of readiness in order to ensure the acceptance of learning goals and ensure the participation of future teachers in their professional training;
- 2) organization of dialogue interaction of participants in the learning process in order to gain or rethink on the basis of personal experience the meaning of education, independent learning and teaching activities;
- 3) providing an indicative basis for self-organization to perform independent work;
- 4) the organization of the learning process based on the method of reflection, the use of partially searching, research methods and technology for the development of critical thinking through writing and reading when mastering the theoretical foundations of self-control development in younger schoolchildren;
- 5) relying on the experience of students' academic and professional activities;
- 6) inclusion of the reflection stage in each lesson, creation of conditions for reflection of the achieved level of readiness;
- 7) the inclusion in the content of the training of tasks involving the acceptance of responsibility, the manifestation of creativity and freedom;
- 8) Creating a friendly atmosphere in the process of interaction, organizing this process as an exchange of experience, and not just the transfer of experience.

The construction of the process of formation of the future teacher's readiness for the development of self-control in younger schoolchildren on the basis of a personality-oriented approach ensures students' reflection on their own educational activities, awareness of the importance of self-control skills in this activity, reflection on their activities for the development of self-control skills during pedagogical practice. In other words, a personality-oriented approach ensures the formation of motivational-value and reflexive components of readiness.

The contextual approach is most associated with the formation of the operational component of readiness, which includes the ability of self-control in the educational activities of students themselves, the ability to plan and implement the gradual formation of self-control actions in younger schoolchildren, to design a means of self-control and organize the work of younger schoolchildren with it, to plan and organize the educational activities of younger schoolchildren based on reflection, to diagnose the development of self-control skills for younger schoolchildren , etc.

The contextual approach, the main provisions of which were developed by A.A.Verbitsky, is aimed at creating a context for future professional activity in the learning process, which makes it possible to eliminate contradictions between educational activity and professional activity in the process of training a specialist. In contextual learning, the subject and social content of professional activity is modeled, methods are used to simulate professional activity or involve the student in this activity.

To form the readiness of the future teacher to develop the ability of self-control in younger schoolchildren, the subject content of future professional activity is modeled in such a way that it includes the design, constructive, organizational, communicative activities of the teacher aimed at

developing the ability of self-control in younger schoolchildren, gnostic and reflexive activities of the teacher, ensuring the regulation and improvement of his activities for the development of self-control skills in younger schoolchildren. primary school students. The inclusion of reflection in the context of activities for the development of self-control skills in younger schoolchildren is fundamental, since the management of student activity based on reflection allows the teacher to put the student and the position of an active subject of his own activity. "Such an approach to the teacher's activity," V.P. Bezukhov and Yu.N.Kulyutkin emphasize, "makes it possible to understand, firstly, the humanistic nature of the teacher's position. The essence of this position is the teacher's orientation to the development of children's ability to self-regulation. This is achieved due to the fact that a creatively working teacher not only sets goals for himself, but also strives for them to be accepted by children; not only develops ways to achieve them, but also teaches children to master these ways; not only evaluates the results of schoolchildren's activities, but also forms their ability to self-esteem, to evaluate others...". Knowledge about self-control and ways of developing self-control skills imposed on such a context will be transformed into motives for the development of this skill in younger schoolchildren; will become an indicative basis for the skills that ensure its development.

The application of the ideas of the contextual approach in the process of forming the readiness of the future teacher to develop self-control in younger schoolchildren allows us to form this personal education from the very beginning of studying at the university, first in the educational activities of the students themselves at an intuitive level, then at a partially productive level in the process of general professional and subject training, finally, at a productive level in the process of studying an integrated special course. The use of methods that allow you to simulate real professional activity allows you to form the necessary pedagogical skills that make up the content of the operational component of readiness. Pedagogical practice at school and research activities provides an opportunity to demonstrate readiness in conditions as close as possible to real professional activity.

Thus, the contextual approach provides the necessary experience in the development of self-control skills in younger schoolchildren, having the greatest impact on the formation of the operational component of readiness.

Conclusion: So, systemic, integrative, personality-oriented and contextual approaches have many points of contact - they assume a high level of motivation and activity of the individual in the educational process, interpersonal communication in joint activities, integration of content, forms and methods of work. At the same time, each of them creates its own conditions for the successful formation of readiness. A systematic approach provides a holistic formation of readiness. An integrative approach, allowing the inclusion of knowledge from various disciplines integrated around the professional problem of developing self-control skills in younger schoolchildren into the content of the process of readiness formation, creates conditions for the formation of a cognitive component of readiness. The personality-oriented approach to a greater extent creates conditions for the formation of motivational-value and reflexive-analytical components of readiness, thereby providing the possibility of self-development of this property of the personality of the future teacher. The contextual approach allows to form an operational component of readiness by simulating professional activity for the development of self-control skills in game, simulation situations and in educational and practical activities. The complementarity of these approaches to learning allows them to be used in combination to achieve the goal of forming the readiness of the future teacher to develop self-control in younger schoolchildren.

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