

Preparing Future Primary School Teachers For The Implementation Of Developmental Education

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ABSTRACT:

A distinctive feature of the current stage of development of higher pedagogical education is the change in the target, content and technological aspects of training future teachers. The change in the goal-setting apparatus is due to the acceptance of the student as a subject of his educational activity, and, consequently, the change in the paradigm of relations between the teacher and the student in the educational process from the subject-object to the subject-subject (personal); meaningful and technological transformations should ensure the achievement of new goals. The problem of professional training of a teacher is of particular importance today also in connection with the rapidly changing political and economic transformations in the country, where the teacher is assigned a social and cultural role.

Key words:developmental education, preparation, activation of educational activities, adequacy, student-centered learning, pedagogical workshop, mental development, generalization and thinking

In the mainstream of the problem under consideration, it seems necessary to compare the opinions of researchers who define the content of the concept of "training".

The dictionary gives the following definitions of the words "readiness" and "preparation".

"Willingness - 1. Agreeing to do something. 2. The state in which everything is done, everything is ready for something. "

"Preparation - see to prepare: 1. Do something in advance for the device, the organization of something. 2. To teach, to give the necessary knowledge for something. 3. By a preliminary message to dispose to the perception of something. 4. Stock of knowledge gained by someone "

In modern pedagogical research V.A. Slavenin, I.A. Zyazyun, L.F. Spirina et al. Training is viewed through the concept of "readiness" as a holistic education of the personality that integrates motivational, content and operational components.

K.K. Platonov notes that, despite the prevalence and practical significance of the concept, "professional training of students", its scientific interpretation does not keep up with the needs of practice. In the broadest and most precise sense, preparation is bringing something to a state of readiness, meeting certain requirements "

Training exists within the framework of the pedagogical process, defined as "a process that realizes the goals of education and upbringing in the conditions of systems in which the interaction of educators and children is organized." Among the elements of the pedagogical process of training, which is carried out within its framework, the purpose, content, forms, methods and the means, as well as the result. This allows us to consider the process of

pedagogical training through the description of its constituent elements.

In the process of university training, a professional consciousness, which in basic psychological structures is the main purpose of training future teachers. However, the process of its formation is not limited to the framework of university education, and continues and deepens in the course of professional activity. Current teacher must be a professional with great creative potential, scientificdialecticalthinking, capable to ensure the formation of a student's picture of the world, adequate to the modern level of knowledge and the level of the educational program.

As already noted, updating the educational process in the initial school relies on those searches that are conducted in theory and practice developmental training. The effectiveness of developmental education is achieved primarily through the revitalization of the educational activities of younger students. The student should not passively perceive in the finished in the form of an explanation by the teacher of new knowledge, and to obtain and comprehend them in feasible independent work.

The revitalization of the educational activities of students is expressed in the main the way in which the main in the work of assimilating new knowledge become creative processing in their minds received scientific information and solving the cognitive tasks assigned to them.

This should be stimulated by such a presentation of educational material with the teacher's side, which would exclude the possibility of schoolchildren getting ready-made conclusions and equipping them with material for independent inferences, indicated the most rational ways of mastering this material.

Studying the state of university training of future primary teachers school showed that the existing shortcomings in the activities of young specialists testify to the presence of objective difficulties in organization by them of educational activities of younger students. Their basis there are stereotypes due to the traditional understanding of the role teachers and students in the educational process incorporated in the university programs.

Therefore, in their practice, specialists are faced with the need to resolve the contradiction between the content, organization of psychological and pedagogical training of students pedagogical universities and specific requests of school practice related to the search for ways of personal development.

The main and most difficult task that a teacher faces in the implementation of developmental education is the task of organizing the educational activities of students. Its significance is determined by the fact that development ideas can be realized only within the framework of this activity.

Developing student-centered learning entered the practice of elementary school due to fundamental experimental research on the problem of the relationship between learning and development by V.V.

Davydova, L.V. Zankova, D.B. Elkonin. The term "developmental education" has isolated from the whole variety of didactic systems only those in which teaching, methods and forms of its organization are directly focused on the laws of mental development of the student.

It should be borne in mind that developmental learning is a special atmosphere of the lesson, the special nature of communication between the teacher and students. The teacher is not an oracle, not one who communicates ready-made truths, controls and evaluates. He is the organizer of cognitive learning activities, argument, discussion, collective search. The formation of such

positions in a future teacher is possible only with the appropriate organization of the learning process in a pedagogical university. This is a necessary condition under which the student will be able to master the necessary skills of organizing the educational activities of students.

When starting to work on developmental education programs, the teacher must master both the content of the educational material and the logic of its deployment. In order for training to be truly developing, the teacher should strive for the real assimilation of the intended system of concepts by students. At the same time, the teacher to a very small extent can rely on that set of methods and forms of organizing the educational process, which has developed within the framework of traditional teaching in accordance with its goals and objectives. In developmental teaching, the authoritarian position of the teacher leading the educational process is fundamentally unacceptable. The position of a business partner "actively cooperating with students is the only possible position of a teacher in the implementation of developmental education."

The implementation of developmental education, according to I.S. Yakimanskaya, requires a special organization of the educational process, for which

"It is necessary not only to know well the content of school programs, to master modern teaching methods, but also to have psychological knowledge that allows to purposefully form educational activity taking into account the patterns of mental development, age and individual characteristics of students. "

An analysis of the activities of novice teachers shows that they have difficulties in the process of organizing the educational activities of schoolchildren, due to the fact that the young teacher, and many experienced teachers, do not know the structure and features of the developmental education of younger students, the arsenal of means is poor and methods of pedagogical interaction between teacher and students, they do not possess the skills of pedagogical communication as a professional tool of their activities.

What are the main indicators of the "correct organization" of educational activities in the implementation of developmental education? First of all, it is such an organization of the educational process, which is implemented on the basis of the needs of the students themselves in mastering knowledge. As V.V. Davydov, "the correct organization of educational activity begins with a gradual but steady upbringing of such a need in schoolchildren."

Another important component of the organization of educational activity is the formulation of an educational problem for students, the solution of which requires them to experiment with the material being assimilated. Without such a transformation, it is impossible to solve the educational problem. The educational task, with the solution of which a full-fledged educational activity begins to unfold, requires students to analyze the conditions of the origin of certain theoretical knowledge and master the corresponding generalized methods of action. When solving an educational problem, the student thus discovers its initial or essential relationship in the subject.

The specifics of the organization of educational activities in developing education is that the teacher, relying on the needs and readiness of younger students to master theoretical knowledge, skillfully sets

in front of them, on a certain material, an educational task, which is solved by the actions indicated earlier. Only in this case, the teacher organizes developmental education in accordance with the requirements of educational activities.

In this regard, the question arises of where and how to train primary school teachers who could teach and educate children, guided by the already developed teaching aids that reveal the essence and content of developmental education? Answering this question, V.V. Davydov has repeatedly noted that "it is difficult to train such teachers in a pedagogical school and in a pedagogical institute. The question is, where can we find teachers in them who can introduce

their students to a fundamentally new type of pedagogical work? It will take a long time to train such teachers (and at the same time methodologists for primary school) "

The general approach that characterizes the possibility and organization of training future teachers for the implementation of developmental education is highlighted by V.V. Repkin. The essence of this approach is as follows: since a teacher can form a full-fledged educational activity in children in the process of implementing their communication and dialogues, ensuring the interiorization of the collectively distributed form of this activity and turning it into an individual one, then the teacher himself must master a new type of his pedagogical activity. in the same way. "... The new pedagogical activity can neither be taught nor learned - one can only" get used to it "by joining in it," mastering it step by step ... "- V.V. Repkin. Only as the teacher begins to solve the problems of organizing developmental education, he will have his own goals, he will begin to act as a pedagogical subject and it is in this capacity that he will interact with his students. That is why developmental teaching turns out to be such not only for students, but also for the teacher who implements it, since it

first forms the teacher's ability to pedagogical creativity, then a tendency to it and, finally, the need for it.

"This means that the preparation of teachers for the implementation of developmental education can be carried out within the framework of the real functioning of the system of developmental education and in the process of practical solution of the relevant pedagogical problems together with people who already know how to solve such problems. In its original form, this work represents the cooperation of teachers who want to master the system of developmental education and methodologists of the required qualifications. In these conditions, teachers and methodologists are able to work together at all stages of the educational process: when designing lessons, conducting them, analyzing and evaluating them. Experience shows that within two or three years the teacher, as a rule, masters a new type of pedagogical activity, the content and methods of developmental education, and then turns out to be able to carry it out independently. "

Further V.V. Repkin notes that such a form of work with teachers, thanks to which teachers, methodologists and research teachers participate in the design and implementation of developmental education for primary schoolchildren, can be called a workshop in which teachers master a new type of pedagogical activity in joint work with the "masters" of this business. The same form of training is recommended by V.V. Repkin to use in all pedagogical institutions teaching future teachers: pedagogical universities and pedagogical colleges.

When forming the general line of training future primary school teachers for the implementation of developmental learning in a pedagogical workshop, one should be guided by the most important characteristics of the goal of human activity, which are highlighted and characterized in the works of P.P. Bibrikh, B.A. Voronovich, G.N. Prozumentova, O.K. Tikhomirova: the goal is one of the most important components of human activity; it is an idea of the quality of activity and indicates the direction of achieving this quality; the purpose of the activity is developed during its implementation, is associated with the solution of its contradictions, is conditioned by the personal development of the subject of activity. All these characteristics make it possible to determine as a goal - the formation of a future primary school teacher, capable of implementing developmental learning, to the formation of educational activities of younger students. Evaluation of the degree of success in preparing a future teacher in a pedagogical workshop determines the need to search for generalized criteria that allow judging it.

The basis for the preparation of future primary school teachers for the implementation of developing education in the conditions of a pedagogical workshop can be based on the thesis: activity is a direct way of mastering, assimilating and appropriating the world. In the pedagogical preparation of students for professional activity, this means that developing

pedagogical abilities, professionally significant personal qualities and motives are derivatives of the activity in which students are included.

In addition, V.V. Davydov, as a specialist who has worked for a long time in the field of developmental education, has repeatedly pointed out that "many educational scientists, teachers and methodologists do not have sufficiently clear ideas about developmental education, about its various types and forms moreover, they lack clear ideas about the main theories, which in one way or another interpret the question of the attitude and possible connection between education and development of schoolchildren. " These theories include the following.

1. The theory of periodization of mental development in childhood, developed by D.B. Elkonin based on the works of L.S. Vygotsky and A.N. Leontyev. According to this theory, in each age period the child carries out certain types of activities that contribute to his development. However, the leading (main) activity has a decisive and decisive influence on the child's mental development. For primary school age, the leading activity is learning, in the implementation of which the younger schoolchild learns theoretical knowledge and he has mental neoplasms that "make perception thinker and memory thinker". 2. The theory of two types of generalization and thinking, which have long been distinguished in philosophy and logic: empirical and theoretical.

The basis of empirical thinking is empirical (formal) generalization, which allows a person, by comparing objects, to find something similar, the same, common in them, and then, denoting this common word, separate (abstract) it from other properties of objects, thereby creating an empirical concept. Empirical generalizations and concepts, as well as thinking based on them, play an important role in people's lives, allowing them to streamline the world around them and navigate well in it.

Theoretical thinking is based on theoretical (meaningful) generalization. By analyzing a certain developing system, a person can discover its genetic initial, essential or universal relation. Isolation and fixation of this relationship is a meaningful generalization of this system. Theoretical thinking consists in creating a meaningful generalization of a particular system, and then mentally building this system, revealing the possibilities of its essential, universal relationship.

Solving various problems, these two types of thinking in human life seem to complement each other. For a long time, teachers and psychologists believed that only empirical (or visual-figurative, concrete) thinking is characteristic of younger students. Proceeding from this, teaching in the primary grades was aimed at the formation of empirical knowledge in junior schoolchildren. Developmental learning concept presupposes the formation of theoretical thinking in schoolchildren (analysis, planning, reflection). These qualities of the psyche serve as the basis for the formation of the student's ability to self-change and self-improvement.

3. The theory of educational activity and its subject, the originality of which lies in the fact that in the process of its implementation the younger schoolchild learns theoretical knowledge, which is the basis for the formation of theoretical thinking.

4. The theory of developmental education, developed by the scientific school of L. S. Vygotsky and his followers D.B. Elkonin and V.V. Davydov. In their opinion, it is impossible to talk about developmental learning "in general" - it is necessary to clearly distinguish and compare different types of developmental learning, correlate with quite definite historical conditions of their origin and with quite definite ages of a person.

In the theory of developmental education, D.B. Elkonin - V.V. Davydov, a type of it is considered, which is correlated with primary school age and is aimed primarily at developing students' theoretical thinking, at developing their creativity as the basis of personality. It is this type of developmental learning that is compared with the traditional type of education, which

does not contribute to the development of such qualities in younger students.

Without knowledge and use of the relevant theories, it is simply impossible to correctly formulate, and even more so to begin to implement complex tasks of developmental education.

The problem of improving the quality of vocational training of primary school teachers in the system of higher pedagogical education was in the center of attention throughout the development of the higher pedagogical school. The solution to this problem seems to be fundamentally important, primarily because the crisis state of our school cannot be overcome by underestimating the role of the primary school teacher, who alone

of the first, includes the child in educational activities, lays the foundation for knowledge and skills, the foundations of comprehensive education and development of students.

Of particular importance for the development of content, forms and methods of teaching future primary school teachers has knowledge of history pedagogical heritage.

The basis for the development of the scientific foundations for the preparation of primary school teachers for the implementation of developmental education are the provisions of progressive teachers of the past, and above all the founder of pedagogical science - Ya.A. Komensky. In his works "Great Didactics" and "The Newest Method of Languages", the problems of preparing a teacher for a lesson are considered, views on the goals, principles and methods of organizing the educational process are presented. According to Ya.A. Komensky, the teacher, first of all, should arouse the interest and attention of students in solving the problems of the lesson, organize work on the book, listen to the answers of students, make corrections and instructions, monitor the assimilation of knowledge and skills. These recommendations reflected the main stages of the activities of teachers and students in the process of developing education.

The German teacher A. Disterweg believed that the teacher's didactic competence lies in the development of cognitive abilities, perfect knowledge of the educational material both from the side of content and from the side of forms, means and methods of teaching. In his deep conviction, a real teacher "does not show his student a finished building, but encourages him ... to build a building with him, teaches him how to build it." Teaching pedagogy, as A. Disterweg pointed out, should not be limited to communicating the rules of the so-called "school wisdom", it is necessary to acquaint the future teacher with the general principles of developing education

The problem of the content, methods and means of preparing an elementary school teacher for activities in a developing education system was most fully and systematically presented by K.D. Ushinsky, who convincingly argued that it is not enough for a teacher to know what to teach, but one must also know how to teach, and not only to know theoretically, but also to be able to practically. The future teacher, according to the scientist, should first of all receive deep theoretical training in pedagogy and psychology. Developing the principles of a new, democratic pedagogy, Ushinsky believed that in order to put these principles into practice, teachers are needed who are able to abandon the skills of pedagogical work that have been developing for centuries and selflessly devote themselves to creative work of a new type. The teacher must approach his work with meaning and creativity.

In the 20s of our century, a certain system of professional and pedagogical training of future primary school teachers has developed. At the origins of the development of scientific foundations for the preparation of future primary school teachers of that time were A.V. Lunacharsky, N.K. Krupskaya, as well as famous Soviet teachers P.P. Blonsky, A.G. Kalashnikov, ST. Shatsky and others.

In the 50s and 70s, there was a significant development of the didactics of higher education. Of particular interest are the thoughts of V.A. Sukhomlinsky about the need for a deep knowledge of science, the foundations of which the teacher teaches, the creative mastery of pedagogy and

psychology, the technology and technique of pedagogical work, pedagogical and speech culture, about the proximity of pedagogical work to scientific research.

In 1968, the transition to universal secondary education was completed in our country, and a new content of education was introduced. The development of the theory of the content of education concerned primarily the initial stage of the general education school. This was reflected in the reassessment of the capabilities of children of primary school age, the emergence of concepts of developmental education. Based on the research results of the outstanding Soviet psychologist L.S. Vygotsky and his school, it was concluded that children of primary school age have great cognitive capabilities (research by L.V. Zankov, D.B. Elkonin, V.V. Davydov). L.V. Zankov and his collaborators developed the principles of training for new programs. In accordance with these principles, it is necessary to provide for the study of the material at a high level of complexity, at a faster pace, focus on theoretical issues, and ensure that students are aware of the learning process itself.

The noted changes in the theory and practice of primary education affected the training of primary school teachers. In the curriculum of the faculties of pedagogy and methods of primary education, special courses and special seminars were introduced, reflecting new ideas of primary education, the order of passing pedagogical practice was changed. In 1974 the pedagogy program of these faculties was created for the first time.

In recent dissertations on the preparation of a teacher for primary school, there is no single approach to describing the preparation process. So, L.V. Simonchik points to the signs of professional training, describing it as a process, the characteristic features of which are integrity, differentiation, and gradual organization. In her opinion, training, like any activity, has a programmatic purpose. Among the goals of training as an activity that unfolds at different levels, the researcher distinguishes: the formation of motivational readiness; meaningful content

preparation (determined by its subject); development of skills and abilities adequate to the content component; the formation of self-control and self-esteem for any performed activity. The author believes that readiness for any activity combines beliefs, views, attitudes, motives, feelings, volitional and intellectual qualities, knowledge, abilities, skills, personality attitudes towards certain behavior, formation of control and assessment actions.

R.N. Shikova in her work does not describe the preparation process, but considers only its result - readiness, which she understands as "a system of integral variables, including the professional and pedagogical orientation of the individual, her theoretical armament, as well as the presence of professionally significant skills and abilities necessary for joint activities". Thus, readiness is defined by the author as a state of personality. In its structure, such components are distinguished as motivational and personal (orientation), content (theoretical knowledge), practical (professionally significant skills and abilities). The work does not characterize the preparation process, however, the logic of the experimental work is revealed at its different stages, which include a description of the means of formation of readiness.

The work distinguishes three stages of preparation: the stage of updating the installation (implemented in the form of lectures, with the dynamization of intersubject connections); the stage of training skills (training), the stage of consolidating skills (pedagogical practice, introduction of students into the sphere of communication with children).

L.F. Zherebyat'eva, based on the theory of B.C. Ilyina and G.S. Sadchikova, defines the teacher's readiness for professional activity as a combination of incentive (motivational) and executive (procedural) components. The author considers not the process of preparation itself, but its result - readiness, which is understood as "an integrative quality of a person, reflecting his ability

to organize an adequate activity of the student and includes the following components: competence, scientific thinking, mastery of the technology of the pedagogical process." In this

case, readiness is defined as the ability to perform an activity. Based on this definition of readiness, the author proposes to train a teacher in directions corresponding to the structure of readiness. At the same time, the researcher identifies several aspects of training: motivational-value, implying an understanding of the social significance of the subject of training; meaningful, defined by the author as competence; operational - possession of the technology of the activity underlying the training; personal - scientific thinking.

E.I. Mychko considers the teacher's readiness for professional activity as "a holistic personal education that combines motivational, content-activity, intellectual, communicative-technological, effective-efficient and evaluative-prognostic components. In this work, readiness integrates professionally significant qualities, mental states and the operational composition of activities. Practical readiness is realized at the level of the teacher's ability for the spiritual and cognitive mastering of reality (in the form of a concept), the ability for an axiological relation to the world (in the form of values), and the ability for social (practical) action.

Yu.V. Aleeva considers the preparation of a future teacher as a pedagogical process focused on the formation of a specialist's readiness for professional activity, which is guided by the following principles: professional-target approach; integration of theory and practice; pedagogical cooperation based on humanization and democratization; personality activity in mastering professional activity. The process of training future specialists, according to the author, is "a system of successively replacing each

other motivational, substantive, methodological stages, each of which specifically reflects the tasks, conditions, methods, forms of organization, the dominant activities of students and results "

In line with the activity approach N.A. Kuzmina considers training as "a holistic process, which consists in the formation of motivation for pedagogical activity, fixed in the consciousness and behavior of theoretical knowledge, practical skills and personal qualities. Structurally and substantively, training is represented by a complex of pedagogical influences on a student's personality in order to form in him structure-forming components of the characteristics that characterize them. " The author singles out the main directions of training: the development of professional consciousness and self-awareness (ie the development of positive motivation), the formation of pedagogical skills; motivation for an adequate assessment and self-assessment of their appearance, behavior.

Summarizing the above, we can conclude that in most studies, preparation is considered as a process, the result of which is readiness. In addition to the goal, the preparation process considers the structure of the activity that forms it, the stages and forms of organization, principles and methods. Attempts to replace the "preparation process" with "readiness" are justified only when the structure of training is considered, since readiness as a structural element of training reflects all its components.

Interest in the problems of training primary school teachers has significantly increased in recent years in connection with the reform of primary schools and the restructuring of the system of higher pedagogical education. One of the main directions is characterized by the development of a profессиogram and qualification characteristics, in which the content and system of theoretical knowledge of the future teacher are determined, a list of pedagogical the skills and abilities necessary for the implementation of the educational functions of a primary school teacher. This direction is also characterized by research into the problem of forming the personality of an elementary school teacher in the process of professional training.

Numerous studies characterize the content, forms and means of forming knowledge, abilities and skills in future primary school teachers according to certain methods. In this direction,

V.F. Efimov, M.R. Lvov, G.I. Podgainev, A.M. Pyshkalo, L.P. Stoilova, N.N. Lavrov, N.B. Istomina and others.

Of great importance in the preparation of primary school teachers are L.V. Zankova, D.B. Elkonin, V.V. Davydova, V.V. Repkin, in which the authors consider the psychological and pedagogical foundations of developing education for younger students and the formation of their educational activities.

The main direction of reforming the modern elementary school, as already noted, is the transition to developing education for younger students. The active introduction of various technologies of developmental education into the practice of the I stage school has caused the need to develop theoretical foundations for preparing a future primary school teacher for their implementation. In this regard, a large number of dissertation research in recent years has been devoted to considering various aspects of the professional training of future specialists for this type of pedagogical activity.

In the dissertation work, L.P. Samoilov examines the preparation of future primary school teachers for the use of technologies for developing education for younger students based on the traditions of hermeneutics - the science and art of understanding texts. Traced in the work the inextricable connection of the understanding procedure with the processes of neoplasms in the personality of the younger student; a classification of educational situations of understanding has been developed, on the basis of which students gain experience in the use of personality-developing educational technologies and the expediency of their use in student-centered learning has been substantiated: psychological and pedagogical conditions are described, highlighted and scientifically substantiated, providing effective training of future primary school teachers for the use of personality - developing educational technologies based on the hermenical tradition.

The work of L.S. Koshkarova is dedicated to teacher training developmental education at the teacher training college. In research the author has developed a system for training primary school teachers, focused on the development of a developing type of education in educational school, characterized by a holistic content, the active nature of the preparation process, an introduction to the educational the process of non-traditional forms of education; identified, theoretically substantiated and experimentally verified pedagogical conditions effective functioning of this system; model developed pedagogical activity of a teacher of developmental education, covering personal, subject, methodological and professional and psychological position].

When studying the problem of organizing the process of mastering the technologies of developing education by a future teacher, N.S. Nikolaeva is offered a model of an actively developing environment, which involves going through three stages:

- 1) cognitive, in the process of which a theoretical rethinking of the technologies of developmental education occurs;
- 2) educational and developmental, associated with the practical testing of developmental education in educational pedagogical practice;
- 3) professional development (postgraduate period), providing for the design of developmental education taking into account the real development of the child.

V.V. Schwager is dedicated to preparing the future teacher for diagnostic activities in personal developmental education. The scientific novelty of this study lies in the fact that it has developed the scientific and pedagogical foundations of the diagnostic activity of an elementary school teacher in the system of personal developmental education, which include:

substantiation of the essence of personality developmental education and clarification of the content of the concept of the system of diagnostic activity of primary school in personality development education; development of the content of diagnostic activities necessary to improve the effectiveness of personality developmental education; development of a system of diagnostic techniques that reveal the development of new formations of the personality of a younger student and the original experience of moral behavior; substantiation of the directions and features of individual correctional work with primary school students based on the diagnosis of their personal development.

Research N.V. Kotelianets is dedicated to the preparation of the future primary school teacher for the implementation of developing labor education. The result of the study was the development, substantiation and experimental verification of a complex of academic disciplines, a special course, pedagogical practices that ensure the preparation of future primary school specialists for the implementation of developing labor education for younger students.

In the dissertation research T.M. Struchaeva also examines the professional training of teachers for the implementation of developmental education for younger students. The work provides a psychological and pedagogical substantiation of the process of forming professional methodological skills in managing the development of students and education.

the orientation of the personality of the future teacher to creative pedagogical activity, the conditions are revealed that ensure the effectiveness of the teacher's professional education for the implementation of developing education.

The analysis of modern trends in the professional and pedagogical training of future primary school teachers allows, therefore, to assert that a fairly large number of different-aspect studies are devoted to the problems of training primary school teachers. However, the problem of preparing a future primary school specialist for the implementation of developmental education continues to remain relevant.

It should be noted that in science, in our opinion, the issues related to the ability to form and manage the educational activities of younger schoolchildren in the system of developmental education have not been sufficiently developed, the boundaries of knowledge of future teachers in managing the teaching of schoolchildren have not been determined, the optimal technology for preparing future teachers for implementation has not been identified. developmental training.

In the process of preparing future primary school teachers for the implementation of developmental education, the creative use of the main provisions of higher school didactics plays an important role. As noted in the works of N.M. Zvereva and N.A. Stepanov, knowledge of didactics allows us to pose and look for ways to solve the problem of student development and his preparation for future professional activities.

In didactics, which originated several centuries ago, there has now been a noticeable evolution. Today, several didactic concepts can be distinguished in the didactics of higher education. The most popular, as noted by the Polish teacher V. Okon, are the following.

One of them is the concept of naturalism. Naturalism (nativism), promoted by representatives of the free upbringing of Zh-J Russo,

L.N. Tolstoy, E. Key and others, found followers in the supporters of the "school for the child" and the English "new schools", in which pupils "are allowed to do everything." The negativism of this concept, based on nativist psychology, is reduced to Rousseau's principle of "do nothing with the pupil." The role of the teacher is to create conditions conducive to the development of the student's abilities, as well as to eliminate everything that hinders his development.

In many respects, the opposite of this concept is the idea of behaviorism, advocated by E. Guthrie and E. Hilgard. If representatives of naturalism accept that educational activity does not cause changes, but only creates an opportunity for the manifestation of the natural abilities of the pupil in favorable environmental conditions, then the supporters of the concept of

behaviorism argue that the changes that occur with the student are achieved through the use of special teaching methods, the creation of special educational situations. Changes in pupils are a consequence of changes in the surrounding world and "are achieved by creating special educational situations, taking into account such an optimal number of them, which would allow the consolidation of mental results."

Both of these theories, which limit the meaning and value of education, are opposed by the direction associated with the so-called cognitive (cognitive) concept, which is supported by Yu. Kozelskiy and Ya.Reikovskiy. From their point of view, "individuality is a system of cognitive structures containing appropriately encoded information about the world, about the interactions between the person and the environment, as well as about the characteristics of one's own " I ". The upbringing of individuality is based on the development of cognitive structures, on increasing their complexity, abstractness and activity. " This is what P. Halperin's theory of phased formation

thinking, the starting point of which is the student's activity, which, passing through several successive stages, is transformed into abstract cognition. In the cognitive (cognitive) concept, thus, cognition becomes the decisive factor in the formation of personality, and even if activity appears in it, it is only in order to lay the foundation for cognitive processes.

Further, V. Okon 'singles out the activist concept as the fourth concept, which is a kind of development of the theory of cognitivism, which was initiated by the views of K. Marx and F. Engels. The process of forming the personality of students, according to the activist theory, is based on the interconnection between cognition and activity, activity and cognition. The activist concept, which is becoming more and more entrenched in world didactics, is based on the principle that changes occurring in students under the influence of teaching depend primarily on the activity of the students themselves, based on understanding the objects of the real world around them. The learning process thus becomes the interpenetration of cognitive and practical actions.

Developmental learning theory, in essence, is a combination of cognitive and activist concepts. The concept of activity is introduced into the content of mental development - a fundamental concept of psychology of the XX century. The very definition of activity as an active form of attitude to the world is extremely important for the organization of training in a pedagogical university. The development of the personality of the future teacher can only take place with active learning, i.e. such training, in which the student is included in the process of active learning. This first fundamental conclusion about the need to intensify education does not get tired of repeating philosophers, psychologists, didactics. "An active search for answers to questions, and not" swallowing something chewed by someone else's teeth, "should be taught," wrote E. Ilyenkov.

The use of the activity approach to the problem of the development of the student's personality allows us to outline the ways to its study, based on the search for a connection between the leading types of activity with the formation of the corresponding levels of human mental development. According to V.V. Davydov, the available data allow us to assert that this development is the reproduction by an individual of historically established types of activity and the corresponding abilities, which is realized in the process of their appropriation.

The adoption of an activity-based approach in preparing a future teacher suggests the following way for didactics to build a didactic concept: concretization of the development goals of a certain personality quality - ► highlighting the types of activity corresponding to the development of this personality quality - ► development of didactic ways for assimilation ("appropriation", as psychologists say) these types of activity.

Features of developmental education in a higher school environment are good visible when comparing it with the traditional one. If we compare by

two main didactic parameters - learning goals and essence of the didactic system, such a comparison shows that the traditional and developmental teaching of the future teacher is deeply different. So, the purpose of traditional education is the formation of professional knowledge, abilities and skills, application of the acquired knowledge in a familiar and slightly changed situation. The purpose of developing university education is the development of theoretical thinking, creative pedagogical abilities of students, interest in cognition, personality activity, in-depth study of the material, application of the knowledge gained by students in new, non-standard conditions. The essence of explanatory-reproductive learning is the transfer of knowledge: the communication of information, its consolidation and verification of assimilation. The essence of developmental learning is the transfer of ways to acquire knowledge: familiarizing students with the methods of scientific knowledge, involving them in independent search activities.

Differences in the goals and essence of the types of training under consideration determine their deep dissimilarity in a number of other parameters. So, if in the process of vocational training one can turn to the traditional system almost always, then for the inclusion of students in independent search activity it is necessary to fulfill a number of conditions, the main of which are:

- the student has basic knowledge that is mandatory for solving a new problem;
- some experience of independent creative activity; supportive learning environment.

As you can see, during developmental education in a pedagogical university, the nature of the activities of the teacher and student changes. The teacher's activities are aimed at including the student in the problem, organizing and managing students' independent search activities. The student's cognitive activity is active, independent. One of its main components is an independent search for the study (research) of a new problem for the student. Success in this activity depends on many factors - the student's knowledge, erudition, interest in the subject, self-confidence, etc. But even with all these elements, an independent search may not lead to a solution to the problem posed if the student does not know how to obtain knowledge ...

In the process of professional training of a teacher in a pedagogical university, both training systems must find a place, since they contribute to the solution of fundamental, but different learning problems. Exaggeration of the role and specific weight of the first of them inevitably leads to a weakening of the developmental function of learning, the absolutization of the second is fraught with gaps in the knowledge system. A profound pedagogical difference between traditional and

developmental education, on the one hand, and their interchangeability, on the other, convince them of the need for their optimal combination in the educational process.

The methods of acquiring knowledge are those subjective cognitive means, without which the student's creative activity is impossible. The assimilation of the methods of acquiring knowledge should include the assimilation of general scientific methods of cognition and methods of thinking in a certain field of knowledge, as well as the mastery of the methods of thinking. This approach opens up new opportunities for the development of thinking in the learning process. Methodologically, knowledge becomes the starting point there.

Teaching the future teacher in the ways of knowing is not a new problem. It is she who underlies the concept of cognitivism. The main theorist of this didactic concept is the famous American psychologist J. Brunner. The principle of knowledge structuring put forward by him suggests that the leading ideas of science, around which various facts are grouped, should be chosen as the

main pivot of the structure of the academic discipline. "In any discipline," writes J. Brunner, "there is nothing more essential than its inherent way of thinking. In its presentation, the most important thing is to provide the child with the earliest possible opportunity to learn the necessary way of thinking: a fixed approach to facts, forms of connection between them, hopes, jokes and disappointments that are inseparable from him. "

It can be argued that familiarizing students with the methods of acquiring knowledge is a task within the capabilities of a pedagogical university. It is in the university that the two main conditions are fulfilled, necessary for its solution. The first relates to students and concerns the presence of a certain knowledge base and intellectual development. The second - to the teachers, namely, the presence of the necessary methodological training.

The critical analysis of the state of training of students and

primary school teachers to the implementation of developmental education and the formation of educational activities of younger students.

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