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A Series of Raising the Outlook of Future Primary School Teachers

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Abstract:

This article is one of the topical issues of today and focuses on the issues of the sequence and content of raising the worldview of future primary school teachers.

Keywords: worldview, elective sciences, technology, scientific value, training, communication, communication, speech, thought, ethics, humanity, attitude

In order to expand the scientific outlook of students in various aspects of the educational process, it is enough to note the scientific works in the formation of each discipline and to draw the student's attention to the process of scientific research. It is better to start this from the first year by giving students an independent top-up and to carry out a continuous sequence of this process as follows:

- Teach students to collect information on the concepts being studied and turn them into information. This includes compiling a card index in the library and a list of literature based on them;
- provide information about the annotation or abstract of the literature to be studied. This can be done by science teachers in the early stages of their science, that is, when describing the goals and objectives of science and the subjects, or this process is also a direct task of scientific and creative circles;
- Students are also asked to write an essay on a specific topic, and thus are given current assignments until they graduate from higher education. The results of our scientific research in this area are evident in the study of the subject "Introduction to Scientific Creativity." This subject is included in the "elective subjects" block of the curriculum for future primary school teachers, where the acquired knowledge became a solid basis for high-level mastering of subjects in other (subsequent) blocks of the curriculum, especially creative assignments for four years. research, writing annotations and abstracts, preparing theses and reports, and working on homework and dissertations).

Here, the problem of conversion of information into information is done by making the data collected on the source under study easier to use, that is, the data used is called information.

One of the most pressing problems in the field of education in general (it has been relevant in any period of human development) is the practical application of the success of the synthesis of social, political, natural and technical sciences - a new (creative) thinking person effective formation of thinking. All this creates ample opportunities for the further growth of the human factor, that is, it is a solid factor in the expansion of the human scientific worldview. At the heart of this is the need to shape a high scientific outlook for future primary school teachers.

Independent scientific worldview → creative thinking → spiritual maturity of the person → a sign of a person with intellectual property. For this reason, the possibilities for the development of human thinking are limitless, and it develops in parallel with the rise of the individual's scientific outlook. In this sense, a strong scientific worldview is based on a certain social, political, economic,

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cultural and educational basis, and the more harmonious the development of spirituality, the more science, advanced ideas and opposites and doctrines that form a solid basis for social development. has a positive effect.

For modern future primary school teachers, creative thinking and a high level of appropriate scientific outlook are important. The scientific worldview is the activity of the individual, the ability to use the power of the mind, the ability to make changes in existence, that is, independent action.

The management of this independent movement in the training of future primary school teachers also requires positive activity and requires it to be carried out in a continuous logical sequence (courses I-IV). It is well known that the scientific worldview certainly implies the achievement of a new creative result, the demand for a new worldview requires the expression of the scientific worldview through a whole structure.

It is obvious that lectures, seminars, laboratories are important in expanding the scientific outlook of students, not only in the classroom, in individual conversations, but also in independent thinking.

Especially in this regard, the role and place of thought games is incomparable. Below we give a brief overview of the factors that enhance the scientific outlook that are most common in the professional activities of future primary school teachers:

- participation in scientific circles and their participation in topics;
- through the preparation of course work (projects) for students;
- by collecting and systematizing scientific values related to science and technology;
- through the preparation of reports for participation in scientific-theoretical and scientific-practical conferences with scientific concepts and ideas (ideas);
- through active participation in scientific seminars;
- by monitoring the transformation of scientific values into social material values;
- through the preparation of qualifying theses, etc.

In the noted continuity of the expansion of students' scientific outlook, more attention should be paid to the content of the subjects taught, as the scientific outlook of students in higher education institutions is formed mainly on the basis of the content of the subjects taught and their scientific and technological achievements.

The factors of improving the process of training a future specialist in expanding the scientific outlook of students are studied. These are: basic concepts for the training of future professionals in secondary schools and secondary special vocational education, indicators influencing the direction of specialization in the environment in which the student lives, scientific and technical achievements, teaching aids, methods, forms and pedagogical innovations.

Attention to these factors is taken into account on a regular basis from the time a student enters school to the time he or she graduates. The results of scientific research on each factor in this process are monitored and evaluated throughout the student's education. In conclusion, it should be noted that in this process, efforts to train future professionals begin mainly in the first year. In particular, in the first year it is expedient to teach to write an abstract, a text on a specific topic, in the second year to be able to write a report and course work, as well as to write a thesis for participation in scientific conferences. In the third year, students must have the skills to prepare abstracts, scientific reports, course work, scientific-methodical articles, etc., as well as active

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methods of teaching (modular education, model education, programmed education, training classes, demonstration classes, auction classes, etc.) should also be mastered. Finally, in the fourth year, the student should begin to form as a researcher, he can participate in various scientific conferences with the results of his research, and on this basis to prepare qualifying dissertations, especially teachers should participate in scientific conferences with their opinions.

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