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«НАУКА И ПРОСВЕЩЕНИЕ»**



# **WORLD SCIENCE: PROBLEMS AND INNOVATIONS**

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УДК 37

# TRAINING OF FUTURE TEACHERS OF PRIMARY CLASSES TO GUIDE PROJECT ACTIVITIES OF STUDENTS

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**Аннотация:** В данной статье освещены вопросы по подготовке будущих учителей начальных классов к руководству проектной деятельностью учащихся.

**Ключевые слова:** будущий учитель начальных классов, ученики начальных классов, проектирование, деятельность, руководство, наука “Технология”, программа.

## ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ К РУКОВОДСТВУ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТЬЮ УЧАЩИХСЯ

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**Abstract:** In this article methodical recommendations on preparation of future teachers of primary classes to the management of project activity of pupils are developed.

**Key words:** future primary school teacher, primary school students, design, activity, management, science “Technology”, program.

One of the strategic aspects of modernizing school education is the informatization of primary education, which involves the creation of a new model of the educational process using the opportunities of new information technologies in the classroom and extracurricular activities with primary school students to increase the effectiveness of the educational process. Informatization of education places new demands on the quality of education and the level of training of schoolchildren. An integral indicator of the quality of training of future teachers in terms of modernization of education is to take into account the professional skills that characterize a person's ability to mobilize the knowledge and experience accumulated in a particular situation.

A teacher's professional qualifications include a variety of components, including information competence. Undoubtedly, the information competence of a teacher in modern conditions determines his professional pedagogical competencies. The solution to the problem of developing information competence of future primary school teachers depends on their unique skills in the correct and effective use of new information technologies in the primary school learning process. If teachers do not have the ability to search for and select quality programming lessons, apply them competently to solve specific didactic problems, and teachers do not have sufficient skills to use these technologies in the learning process, new information technologies will undoubtedly be useless in elementary school.

The analysis of the normative documents of the pedagogical higher education institution and the practice of teaching show that the main direction of preparation of students of the faculty of primary education in computer science is the development of primary computer literacy. Students will gain skills and abilities to use personal computer software to perform various information processes.

At the same time, the lack of special preparation of students for the use of new information technologies

leads to the inability of primary school teachers to use these technologies in the educational process to increase the effectiveness of teaching.

One of the indicators of a primary school teacher's professional readiness to work successfully in a modern educational environment is his or her information competence. Information competence is understood as a special method of organizing skills and knowledge that allows teachers to make effective decisions in their professional and pedagogical activities. At the same time, it shows the level of mastery and use of information and Internet technologies in the educational process. Tasks related to the problem of forming the information ability of the teacher are divided into three groups:

- representing the interests of society;
- reflect the functions and content of the professional and pedagogical activity of the teacher;
- representing the teacher's personal professional needs and interests.

Information competence is one of the basic concepts of primary general education and is used independently in the processes of research, analysis, selection, processing, and transmission of necessary information.

It is difficult to imagine a modern lesson without information and communication technologies. They help make learning information more interesting by visually attracting attention, improving the quality of education, and increasing the desire to learn. Lessons using presentation materials have a high level and intensity of change of activities, are emotional, meaningful, playful, and thus help to improve the quality of assimilation of learning materials. need to think about. Before developing lessons, each teacher should do the following:

- study of methodical literature;
- selection of material for lessons;
- transform the collected material into presentations.

The teacher needs to find ways to make the lesson interesting and colorful, and most importantly, to stimulate students' interest in the topic being studied.

It is important to use a multimedia projector to optimize the admission process and increase the visual impact of the lesson. Presentations will enliven the learning process and increase the motivation of teaching. The teacher must have the necessary training to differentiate students' capabilities, motivation, age, and psychological characteristics.

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