

THE METHODOLOGICAL PREPARATION OF PROSPECTIVE PRIMARY SCHOOL TEACHERS IN DEVELOPING FINANCIAL LITERACY IN STUDENTS**Rapikaliyev Elyorbek Muhammadjon ugli**

PhD Candidate, Nizami Tashkent State Pedagogical University

Abstract. This article examines the methodological preparation of prospective primary school teachers in developing financial literacy among young learners. The study highlights the importance of equipping future teachers with modern pedagogical knowledge, didactic competences, and practical skills necessary for teaching financial concepts in early grades. The role of innovative teaching methods, age-appropriate instructional tools, and real-life-based learning activities in shaping students' financial awareness is also discussed.

Keywords: financial literacy, methodological preparation, primary education, teacher competence, economic upbringing, practical learning, innovative methods.

A teacher who lacks methodological training and competence cannot provide quality education to the younger generation, nor is he able to foster high moral and ethical qualities in students. In the process of improving teachers' methodological preparation, it is advisable for them to serve as role models, share their experience, equip themselves with modern knowledge, improve their existing skills and competencies, and enrich their moral and ethical values. Most educators working in the education system today deeply understand the necessity and significance of pedagogical mastery in the teaching and upbringing process. Therefore, they continuously strive to enhance their professional skills, acquire modern knowledge and experience that meet today's high standards, and engage in creative work. The development of interest in the profession is directly related to the prospective teacher's pedagogical activity. Combining labor education with real-life practice, considering students' individual, typological and age characteristics, technical abilities, intellectual level and potential, produces positive results. Every profession requires willpower, intellectual rigor, perseverance, and patience. Only young people who can withstand challenges and trials are deemed suitable for the chosen profession.

Labor education reflects the practical aspect of this process. Organizing and conducting education in an optimal and rational way fosters a conscious attitude toward work and awakens interest in various professions among school students of different ages. In addition, educating future specialists based on the ideas of national independence, national and universal values, love for the Motherland, family, nature, and humanism is of great importance.

Organizing students' practical training in vocational colleges using new pedagogical and information technologies, creating and introducing practical systems that connect higher education institutions, vocational colleges, science, and production, developing science, technology and technology through the scientific research and creative activity of scientific-pedagogical staff, and establishing cooperation with vocational colleges based on mutual agreements—all of these constitute the foundation for forming students' methodological culture. Undoubtedly, cooperation with higher education institutions and international centers in the preparation of qualified specialists is also essential. The courses taught within methodological education play a significant role in shaping future teachers' methodological culture.

In the teaching of pedagogy within methodological education, knowledge, skills and competencies are formed regarding the subject, goals and tasks of pedagogical science, its relation to other sciences, the methodology of methodological education, scientific research methods, didactics, and the theory of education. In the course “Complex of Didactic Means,” students acquire knowledge, skills, and competencies on didactics, the theory of teaching, the teaching process, principles and laws of education, teaching content, teaching methods in vocational colleges, teaching aids, and forms of organizing the teaching process.

The course “Theory of Upbringing” provides information about the philosophical-methodological foundations of methodological mastery, research methods in methodological mastery, the main development tendencies in qualification-based instruction, and foreign experience in methodological training. The course “New Pedagogical Technologies” forms knowledge and skills on the aims and tasks of pedagogical technology, the study and application of new pedagogical and information technologies, teaching methods of the educational process, complete understanding of pedagogical technology, stages of educational technology development, and designing learning activities.

Communication, which is a key component of human life, is present in all types of methodological activity. However, in a number of professions (teachers, doctors, artists, etc.), communication is not simply an accompanying factor but becomes a methodological category that determines success. In this case, communication is not just an ordinary form of interaction but a means that ensures the effectiveness of methodological activity. In pedagogical activity, communication becomes a functionally significant methodological tool for future teachers, serving as a means of mutual educational and upbringing influence. This requires adherence to important conditions, laws, and additional functions of communication. Experience shows that ordinary communication in various professions occurs naturally.

However, in the educational process aimed at a specific purpose, communication becomes a social function. As a result, the future teacher must thoroughly know the laws of pedagogical communication and possess communicative abilities and communicative culture. The micro-elements of future teachers’ pedagogical activity consist of non-standard solutions. Although pedagogical situations may seem similar at first glance, each action taken by a future teacher in these situations is unique and unrepeatable.

Analyzing the creative pedagogical activity of a future teacher reveals that it consists of systems with a well-developed structure. Additionally, the methodological qualities of future teachers—such as the set of abilities essential for their activities and qualities that enhance the effectiveness of methodological work—play a crucial role. These include methodological (technical, economic, humanitarian) abilities and psychomotor tasks. These qualities result from a high degree of integration in performing labor operations and create opportunities for competing within regional labor markets.

Methodological training is a pedagogical process aimed at enabling learners to rapidly acquire and perform the skills and competencies necessary for a specific job or set of tasks. The process of forming the knowledge, skills, and competencies that enable performance in a specific methodological activity is carried out directly through that activity. Regular engagement in a particular activity forms skills, and skills, through consistent practice, are transformed into competencies. Developed competencies ensure that tasks are performed quickly, efficiently, and effectively. Just as efficiency has always been of interest to humanity, so has the acquisition of methodological mastery through personal development. Methodological competence has both social and personal significance. Therefore, developing

methodological mastery in specialists has long been a priority in the education system. Methodological mastery is the integration of specialized knowledge, experience and skills acquired through long-term conscious practice, refined through intellect and critical thinking.

The psychological aspects of future teachers' methodological preparation are also extremely important. Particularly today, it is evident that many future teachers are not fully psychologically prepared for communication with the younger generation: anxiety in the classroom, hesitation during question-and-answer activities, and difficulty establishing free communication when entering the classroom indicate insufficient acquisition of psychological skills. During our research, we identified several important measures that help address such issues:

- 1) engaging future teachers in lesson observation;
- 2) assigning students to play the teacher's role for 15 minutes during a lesson;
- 3) having students conduct a master class using an innovative technology;
- 4) administering psychological tests related to methodological readiness;
- 5) involving them in debates and discussions on psychological topics and creating conditions for free communication.

In conclusion, the methodological activity of a future teacher is carried out in the "teacher–student" interaction system, within which educational, upbringing, corrective and developmental goals are implemented. Therefore, in studying the methodological and psychological readiness of future teachers, special attention should be given to the development of their communicative abilities.

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