

**PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF DEVELOPING  
PEDAGOGICAL SKILLS OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON  
NATIONAL EDUCATION**

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**Abstract:** The article highlights the pedagogical and psychological features of developing the pedagogical skills of future primary school teachers based on national education. The role of social environment, national values, and educational factors in the formation of personality is analyzed on a scientific basis. Relying on E. G. G'oziyev's views on personality psychology and self-awareness, the relevance of methodological approaches based on national values in the development of teachers' professional skills is substantiated. The article also emphasizes the specific influence of family, school, mahalla, and the social environment in educating a well-rounded generation.

**Keywords:** national education, primary education, pedagogical skills, personality formation, psychological features, social environment, national values, reflective thinking, pedagogical-psychological approach.

In the context of globalization, new demands are being placed on the education system, particularly the necessity to improve the quality of primary education. This requires teachers to possess high levels of professional, moral, and psychological preparedness. Future primary school teachers are expected to serve not only as subject specialists but also as mediators of national values, culture, and upbringing. Therefore, the issue of developing their pedagogical skills based on the principles of national education has significant scientific and practical importance.

According to the Decree of the President of the Republic of Uzbekistan “*On approval of the national program for the development of school education for 2022–2026*”, several key priorities have been identified:

- Full implementation of the National Curriculum developed on the basis of advanced international experience, and the introduction of modern textbooks created by both local and foreign authors;
- Enhancing the social status of the teaching profession by creating favorable working conditions and providing appropriate incentives for teachers;
- Strengthening teachers' responsibility in the education and upbringing of youth, and increasing the demand for their continuous professional development;
- Establishing a national reserve of teaching personnel for general secondary schools, as well as developing evaluation criteria for exemplary teachers and school leaders;
- Systematic organization of spiritual and educational work in schools, with continuous monitoring, evaluation, and forecasting mechanisms, while strengthening the role of families—especially parents—in the upbringing of children;
- Improving systems for organizing meaningful leisure time for students and guiding them towards suitable professions.

This decree significantly contributes to elevating the prestige of the teaching profession, implementing a modern national curriculum, and fostering the comprehensive development of students, while also enhancing the responsibility of teachers and the intellectual and moral potential of the younger generation.

From a pedagogical and psychological perspective, the successful professional activity of teachers largely depends on their professional competence, pedagogical abilities, moral and emotional stability, as well as their loyalty to national identity and sense of social responsibility. This highlights the importance of integrating tools of national upbringing into the process of preparing future teachers, grounded in didactic and psychological principles.

In global psychology, numerous theories have been developed to explain the development and formation of personality, with scholars approaching the issue from various perspectives. The living conditions of humankind, i.e., the constantly changing social environment, are an inevitable process. Therefore, the problem of personality and its study remains one of the most urgent topics in social psychology, as in other sciences.

Although problems of personality development may appear similar, they always emerge in new historical contexts, under transformed social conditions, and within societies that possess unique modes of thinking and perception. A person, while biologically a member of the human species, is simultaneously a product of a specific historical era and social environment. Thus, personality traits are shaped both by inherited factors and, more significantly, by the influence of the social environment—family, educational institutions, labor collectives, cultural traditions, and so forth—through work, language, communication, upbringing, and experience.

The interplay between natural and social elements in personality development results in social tendencies becoming dominant, ensuring the transformation of human beings into fully socialized individuals. Social influences extend human life expectancy, while the capacity for labor and communication transforms individuals into active subjects of social interaction. In this way, the individual, initially born as a biological being, evolves into a personality shaped by social experiences and inner self-awareness.

Analyzing numerous psychological studies on the role of teachers in society and their professional-pedagogical activity, Uzbek psychologist E. G. G'oziyev emphasizes the necessity of considering not only characterological, individual-psychological, and socio-cultural aspects but also ethnopsychological features. He argues that as social consciousness gradually transforms, ethnopsychological characteristics such as national identity, universal human values, justice, and equality re-emerge. Interethnic relations, when based on mutual understanding, closeness, and compatibility, contribute to the harmony between nationalism and internationalism. G'oziyev further states that self-awareness is intrinsically linked with national identity, and highlights five key dimensions of self-awareness:

1. Past "Self";
2. Present "Self";
3. Future "Self";
4. Ideal "Self";
5. Dynamic "Self".

In the 21st century, human beings, in addition to possessing conscious, subconscious, and unconscious states, also have the capacity for *self-awareness*. For this reason, it is appropriate to divide self-awareness into the following components:

1. The “Past Self”;
2. The “Present Self”;
3. The “Future Self”;
4. The “Ideal Self”;
5. The “Dynamic Self.”

The process of self-awareness is closely connected with the awareness of one’s national identity and requires a certain period of time to develop. It can occur both through evolutionary and revolutionary means. Self-awareness represents the highest stage of reflecting reality and society, appearing as an ultimate outcome of human development and a sign of wisdom. Since this is a complex process, its components cannot be fully comprehended sequentially, as individuals often lack the capacity to adequately assess their achievements, shortcomings, behavioral patterns, intellectual levels, inner potential, values, and spiritual indicators.

According to E. G. G’oziyev, this concept can serve as a methodological basis for developing students’ reflective thinking. In the pedagogical process, the task is not only to impart knowledge but also to shape individuals who are self-aware, capable of self-improvement, and respectful of their national identity. This is considered one of the main objectives of 21st-century education.

A human being is born as an *individual*. By “individual,” we mean a member of the human species. This includes newborns, adults, or even those unable to acquire language and basic skills. However, only those who actively participate in social relations and contribute to social progress can be considered *personalities*. Personality has three main features:

1. Sociality;
2. Consciousness;
3. Self-awareness.

From the moment of birth, the individual enters into a system of social relations and begins to acquire social experience through interaction with others. Activity emerges in the individual’s relations with people and objects, intensifying as conflicts between the organism and the social environment arise. Activity is reflected in motives, behavior, and methods of action, eventually leading the child to engage in transformative activities aimed at the surrounding reality.

The formation of personality is also influenced by the social groups to which one belongs. In this process, mutual influence occurs: while individuals are shaped by society, they also influence social life, labor, interpersonal relationships, and their own self-perceptions. Within a given social environment, the personality acquires a specific role, reputation, and social status.

In the 21st century, the foundation of raising a well-rounded child continues to rest on the family (parents), school (teachers), community (neighborhood elders and activists), and social environment (peers and surrounding individuals). In nurturing the builders of the future, special attention should be paid to the following psychological and pedagogical aspects:

- Designing modern training exercises based on national educational values;
- Developing methodological manuals on the psychological principles of education for teachers and parents;
- Establishing pedagogical requirements for developing key competences of national education among youth;
- Strengthening cooperation between state and non-state institutions in accordance with the objectives outlined in the “Concept of Continuous Spiritual Education”;

- Preparing accessible textbooks and guides in simple language for parents on modern child-rearing methods.

The formation of personality is thus inseparably linked to the social environment, national values, and educational influences. Therefore, raising a well-rounded generation requires integrating psychological and pedagogical approaches with the principles of national upbringing.

An educated and morally mature individual is able to reflect not only on the present but also on the future, striving to contribute to the prosperity of society and family life. Indeed, to achieve the great goal of our nation—“*From National Revival to National Progress*”—it is essential to cultivate spiritually rich, well-rounded individuals.

**In conclusion**, the development of pedagogical skills of future primary school teachers on the basis of national education ensures their professional growth, personal qualities, and effectiveness in the teaching and learning process. Thus, pedagogical and psychological approaches, when integrated with national values, will serve to educate future teachers as competent, competitive, and morally mature individuals.

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