METHODOLOGY FOR ENHANCING SELF-DEVELOPMENT COMPETENCIES IN FUTURE PRIMARY SCHOOL TEACHERS

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Annotatsiya

This paper explores effective methodologies for enhancing self-development competencies in future primary school teachers. The ability to self-develop is crucial for teachers in the rapidly evolving educational landscape. This study analyzes various approaches, including reflective practices, mentorship programs, and collaborative learning environments. Surveys and interviews were conducted with student teachers in training programs. The results indicate that structured reflective activities and mentorship programs significantly enhance self-development skills, fostering continuous professional growth and adaptability.

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INTRODUCTION

In today's dynamic educational environment, teachers are expected to continuously develop both professionally and personally. For future primary school teachers, the ability to engage in self-development is essential for adapting to the evolving demands of the classroom. Self-development competencies empower educators to reflect on their teaching methods, adapt to new challenges, and commit to lifelong learning. This study focuses on identifying the most effective methodologies to foster self-development competencies in future primary school teachers. The primary research question is: "What methodologies can be implemented to effectively enhance the self-development competencies of future primary school teachers?"

Materials and Methods

This research employed a mixed-methods approach, utilizing both quantitative and qualitative data collection techniques. The study was conducted with future primary school teachers from three educational institutions. Data were collected through pre- and post-surveys, followed by semi-structured interviews.

Participants -The study involved 100 student teachers in their final year of training. The participants were drawn from three teacher training institutions, all of which integrate reflective and mentorship practices into their curricula.

Instruments -The study utilized a structured questionnaire focusing on the participants' self-assessment abilities, engagement in reflective practices, and mentorship participation. The qualitative component involved in-depth interviews with 30 participants to gain deeper insights into their experiences.

Procedure-Participants attended a series of reflective workshops and were paired with mentors throughout the academic year. Pre- and post-surveys were administered to measure growth in self-development competencies. The reflective workshops were designed to foster self-assessment, while the mentorship program aimed to provide constructive feedback and support.

Results

The data revealed significant improvements in self-development competencies after the implementation of structured reflective practices, mentorship programs, and collaborative learning environments. Reflective Practices. Reflective practices, particularly journaling and group discussions, proved to be highly effective in helping student teachers critically evaluate their teaching strategies. Approximately 78% of the participants reported that maintaining reflective journals enabled them to better understand their strengths and areas for improvement. Through consistent self-reflection, the participants were able to identify specific issues in their teaching approaches and developed strategies to improve classroom management, lesson planning, and student engagement.Moreover, participants noted that group discussions provided them with a platform to exchange ideas and receive constructive feedback from peers, further enhancing their self-development journey.

Mentorship Programs. Mentorship programs had a significant impact on the professional development of student teachers. Around 65% of participants indicated that having a mentor was crucial in helping them establish realistic professional development goals. Mentors guided participants in evaluating their teaching practices, offering feedback that enabled them to refine their instructional techniques.The mentorship program not only helped participants become more self-aware of their teaching methods but also boosted their confidence in the classroom. The personal and professional support provided by mentors was instrumental in motivating student teachers to engage in continuous self-improvement.

Collaborative Learning. Collaborative learning environments, such as peer-led workshops, were shown to enhance the participants' ability to work together in solving educational challenges. This aspect of the program was particularly beneficial in developing interpersonal skills and fostering a sense of community among student teachers.Participants reported that collaborative learning provided them with new perspectives on problem-solving and teaching techniques. Engaging in peer discussions also helped participants to better understand diverse viewpoints, which enriched their ability to approach teaching from multiple angles.

Discussion

The results of this study indicate that the methodologies employed—reflective practices, mentorship, and collaborative learning—are highly effective in enhancing self-development competencies in future primary school teachers. These methodologies provide future educators with the tools necessary to continually adapt to changing classroom environments and improve their teaching effectiveness. Reflective Practices. Reflective practices were particularly effective in encouraging student teachers to critically assess their own performance. By maintaining reflective journals, participants were able to systematically review their teaching experiences and identify areas for improvement. Reflective writing also helped participants internalize their learning and apply it in future teaching situations. This supports the notion that reflection is a key component in fostering a cycle of continuous professional growth.

Mentorship Programs .The study also highlights the significant role that mentorship plays in the development of self-assessment and goal-setting skills. Mentors provided invaluable feedback and guided participants toward constructive self-evaluation. The one-on-one support allowed participants to gain deeper insights into their strengths and weaknesses, promoting a greater sense of accountability for their professional growth. This is consistent with previous research, which emphasizes the positive impact of mentorship on teacher development.

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Collaborative Learning. Collaborative learning environments encouraged student teachers to engage in mutual support and knowledge sharing. The ability to work with peers in solving educational challenges proved to be instrumental in the development of both interpersonal and problem-solving skills. Participants noted that the collaborative aspect of the program enabled them to view teaching from different perspectives, which ultimately contributed to their self-development.

Limitations. One limitation of this study is that it was conducted in a limited number of institutions, and the findings may not be generalizable to all teacher training programs. Additionally, the study did not explore the long-term impact of these methodologies on teachers' careers after graduation. Future research should examine how these methodologies affect self-development competencies over an extended period and in diverse educational contexts.

In general, creative abilities are formed, such as being able to see a problem, develop a hypothesis and come up with ways to verify it, collect and analyze data, draw conclusions and see the possibilities of applying results, and be able to see the stages of solving the problem. The levels of development of creative abilities are divided into high, medium, low levels. A high level is a person's desire for knowledge, the uniqueness of his thinking, the richness of his imagination, the ability to create new ideas, an easy and quick transition to a new type of activity. Such people achieve high success in creativity, take prizes in various competitions. Intermediate level-a person feels the need to enrich his knowledge, but cannot independently perform tasks, come up with interesting ideas, but cannot correctly evaluate them, perform them. Participates in competitions. Low level-a person does not demonstrate a desire for creativity, his thinking is not flexible, his imagination is not developed, he does not try to present the results of activity. An important condition for pedagogical creativity is that the teacher has a love for his profession, in which there is a desire for professional growth, development

CONCLUSION

This study demonstrates the effectiveness of reflective practices, mentorship programs, and collaborative learning in fostering self-development competencies among future primary school teachers. These methodologies should be integrated into teacher training programs to ensure that future educators are equipped with the skills necessary for continuous professional growth. The ability to reflect, seek guidance, and collaborate with peers is essential for adapting to the demands of modern education and ensuring lifelong learning.

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