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PSYCHOLOGICAL CHARACTERISTICS OF PREPARING THE FUTURE PRIMARY EDUCATION TEACHER FOR THE IMPLEMENTATION OF PERSONALIZED EDUCATIONAL TECHNOLOGIES

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ABSTRACT
The article focuses on the need to base the development of students' talent on certain psychological laws in the teaching of concrete and natural sciences, and on the individual-psychological characteristics of a gifted person manifested in intellectual-theoretical activity.

Keywords.pedagogical modeling, education, primary class, pedagogical problem, professional activity, educational process, quality of education.

Introduction

It is necessary to develop the talent of students in the teaching of concrete and natural sciences based on certain psychological laws. It is an individual-psychological feature of a gifted person, which is manifested only in academic activity or mental-theoretical activity. And talent is an individual-psychological characteristic that is manifested in mental-creative activity. Of course, these characteristics require special attention and education, despite the fact that each person is unique and conditioned by nature. Therefore, sufficient conditions and an intellectual, creative environment are needed to select talented students and develop them further. Because any talent and talent develops and manifests itself only in the process of activity in the field to which it belongs. From this point of view, in the higher education system of our Republic, talented,

The Main Part

Currently, students are admitted to schools specialized in practice after passing an exam and a test in the subjects of their field. In our opinion, it is appropriate to conduct special tests of psychological intelligence, and not an exam in subjects, when selecting talented and talented students for these schools. Talent is measured not by the "excellent" grades received in subjects, but more by the productivity of the mental processes that take place in the brain. Psychological intelligence tests do not determine the student's knowledge of one or another subject, but general mental ability and the ability to engage in the field of his choice. If a student gets a "five" in an exam on a subject of general secondary education (pay attention to "general secondary"), if he does not have intellectual or creative abilities in this field, his further performance will be low.

The following forms of extracurricular work with students can be offered:

- optional courses;
- developmental hours, pedagogical monthly or pedagogical circles in 5-6 grades;
- scientific research works;
- special pedagogical groups;
- comprehensive pedagogical activities outside the classroom;

Correctly set and systematically conducted extracurricular work strengthens the pedagogical knowledge acquired by students in lessons, expands their worldview.

For grades 5-6, extracurricular activities in mathematics can be held 2 times a month after school. In the classes, children work with interest, get a lot of new information from the history of mathematics, learn quick calculation methods and solving problems of different types. As a result, students will have before their eyes a lot of interesting and useful information that will be useful in the future.

Pupils' skills in choosing independent problems are increasing. They look for other ways to solve problems and pass them on to their friends. It is possible to spend a month of mathematics in a similar school.

Conducting mathematics month at school:

1. It helps to increase students' interest in mathematics.
2. Helps to introduce students to the social, practical, and personal significance of extracurricular activities in mathematics.
3. Forms positive evidence for participation in extracurricular activities in mathematics.
4. Ensures effective use of students' resources.
5. Assists in creating a comfortable environment during extracurricular activities

It will also be useful to identify activists who can effectively help the mathematics teacher in organizing extracurricular activities.It helps to create innovations in solving Olympic problems

1. Expanding the pedagogical worldview (knowledge of news from the history of mathematics);
2. Development of students' independent thinking (they work together, look for new ways to complete assignments, are not afraid to express their opinions, listen to the teacher's advice);
3. They can work with additional literature while completing theoretical assignments:
4. Forms pedagogical modeling skills.

If the students' evaluations are not inflated and if they are honest in their analysis, the proposed and presented methods can give good results.

If the process of extracurricular activities is made interesting using the methods mentioned above, it will be important not only for students, but also for parents and the whole school community.

As a result, students' serious interest in extracurricular activities increases; there is a desire to search for necessary materials on Internet sites, to work with additional literature; the desire to participate in research activities in intellectual games, Olympiads increases; conduct of extracurricular activities and the quality of preparation increases; helps identify and support gifted students; the culture of dealing is cultivated;

Discussion and Results

Taking into account the pedagogical and psychological characteristics of students, we will have the ability to correctly organize the learning activities of schoolchildren through a stratified system of extracurricular activities in mathematics.

I know from my own experience that if you can make a child want to write beautifully, it can be done at any age. In this regard, we often hold various competitions and contests in our school. We organize events in such a way that, firstly, it does not require excessive financial costs, and secondly, it directly helps the child learn lessons better.

After conducting these activities, we managed to form good writing skills in students, although not very complete.

It is necessary to solve the following problems in mathematics:

first of allorganization of remote (online) cooperation in specialized state general education institutions, further improvement of methodical service work through personal websites;

secondly,to find and introduce new ways to further develop the unique abilities of gifted students;

thirdly,close assistance to qualified young people in acquiring the professions they are interested in, studying and widely promoting the best practices of pedagogues in the regions;

fourthly,specialty scienceohto enable teachers to effectively use information and communication technologies, electronic tools (electronic textbooks, educational films, virtual laboratories, video lessons) in the course of lessons;

fifthly,to get students interested in specialized subjects, to teach them to think creatively, to organize high-quality club activities to spend their free time meaningfully.

First of all, it is important for us to form and develop professional competence in future teachers, including future science teachers, relying on our own knowledge and skills, as well as rich experience and skills.

Mathematics is an exact science, but also a very difficult and complex one. It is not easy for all students to master this subject equally. However, we convey it to the minds of students with such mastery, precision and skill through life examples, stories and narratives, various didactic tools, multimedia resources that, along with the formation of interest and passion for our subject, this subject is simply easy, simple and interesting. is going

As a result of the fact that our pedagogues are paying special attention to improving their computer literacy, the goal of training mathematics teachers is to solve the following tasks in order to achieve the formation of a person who can freely operate in an information society. are achieving:

- creating conditions for the formation of elements of information culture in students;
- creating conditions for acquiring independent knowledge and self-development skills;
- ensuring interdisciplinarity in teaching informatics and ICT;
- creating conditions for identifying gifted students.

Summary. In conclusion, the following recommendations can be made for teachers regarding taking into account the psychological features of increasing the effectiveness of teaching mathematics:

-each teacher to determine the talent of students in their subject area;

-drawing up methodical plans and programs for gifted students based on information on subjects, the complexity of tasks, creativity, and the results of psychological-pedagogical analysis;

-preparing students for science olympiads, examinations, competitions, question-and-answer and conferences held at the school, district, and regional levels;

-selection and formalization of students for participation in events based on their achievements and successes;

-preparation of a card file according to the level of complexity of information in educational science offices;

-giving advice to parents on the development of students' abilities in science.

- to teach the student to understand the purpose and content of his creative work (science, creativity, expected result, etc.), to be aware of the ways to achieve it;

- enriching the lesson not in a general way, but in connection with the material specified in the plan (new information in science, opinions of scientists, hypotheses (assumptions), etc.) with scientifically based evidence and concrete problems;
- to develop the student's creative and mental abilities, teach him to approach the problem correctly and achieve a specific result.

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