



DEVELOPMENT OF THE SCIENTIFIC OUTLOOK OF FUTURE ELEMENTARY SCHOOL TEACHERS AS A PEDAGOGICAL PROBLEM

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Annotation: *This article focuses on the pedagogical importance of developing the scientific worldview of future elementary school teachers, methods and analysis of problems in this direction. Formation of a scientific worldview in the modern education system is important not only for providing students with quality knowledge, but also for developing their thinking. In this regard, the development of the scientific outlook of future primary school teachers requires special attention. Formation of a teacher's scientific worldview not only increases his pedagogical skills, but also contributes to increasing the efficiency of the educational system. The goal is to encourage teachers to deeply study not only subjects, but also scientific methods, introduce them to new pedagogical approaches, and encourage them to engage in scientific research.*

Key words: *scientific outlook, educational process, scientific research, pedagogical problem, scientific methods, educational system, resources, scientific literature, knowledge.*

First of all, Scientific worldview is a system of concepts and views of a person about the world formed on a scientific basis. A teacher's scientific worldview determines how he or she reacts not only to his field,

but also to society and the environment. Scientific outlook includes the teacher's attitude to knowledge, scientific thinking ability and interest in scientific research. The scientific worldview of the future elementary school teacher will not only help him develop himself, but also encourage students to be open to new information and think scientifically in the process of education. Development of a scientific outlook allows the pedagogue not only to increase his knowledge, but also to introduce scientific methods into the educational process. Therefore, the formation of the scientific outlook of primary school teachers is the main tool for improving the quality of the education system and providing students with better education. The development of the scientific worldview of future elementary school teachers is of great importance in the pedagogical system, and this process allows not only the professional development of teachers, but also the formation of the scientific thinking of students. The teacher's scientific worldview is directly related to his views on the educational process, methodology, approach to students and scientific progress. The development of a scientific worldview is not limited to the professional development of a future teacher, but it plays a major role in the application of modern educational methods and teaching students scientific thinking. Below, it is appropriate to justify the pedagogical importance of this process.

1. Teaching students methods during the lesson: A teacher's scientific worldview not only determines the depth of his knowledge, but also plays a major role in teaching students scientific approaches, analytical thinking, and problem solving methods. In order to direct students to scientific thinking, experiments and research, it is necessary for the teacher to regularly update and enrich his knowledge.

2. Teacher's personal development: The scientific outlook also helps the teacher's personal development. Conducting the educational process on the basis of new scientific methods and pedagogical technologies leads to the expansion of the teacher's creative thinking ability and the creation of new pedagogical ideas. At the same time, the scientific outlook directs the teacher to improve his professional skills and effectively use innovative and modern educational methods.

3. Ability to use new pedagogical technologies: By developing a scientific outlook, the teacher will have the opportunity to use modern pedagogical technologies during his work. This, in turn, helps students to use advanced pedagogical technologies in the process of learning, to develop independent thinking and critical views.

Developing the scientific outlook of future primary school teachers is one of the important tasks for the educational system, and a number of pedagogical problems can be encountered during the implementation of this process. It is natural that these problems stop the professional development of teachers and the process of effectively conveying scientific knowledge to students. Below, it is appropriate to consider the main pedagogical problems encountered in the development of the scientific worldview of future primary school teachers.

1. Lack of interest in scientific research: Many future elementary school teachers may not be interested in conducting scientific research in their work. This situation is often caused by the low motivation of teachers for scientific research, paying more attention to practical work, and devoting less time to scientific activities. Some teachers limit themselves to teaching and focus more on practical work than on scientific research. This can have a negative impact on the

development of their scientific outlook. In such a situation, it is necessary to explain the importance of conducting scientific research to teachers and create opportunities to participate in practical trainings, seminars and scientific conferences in order to attract them to scientific research.

2. Use of outdated pedagogical methods: Some teachers have difficulties in applying modern scientific methods and pedagogical approaches. This, in turn, hinders the development of a scientific outlook. Old methods and approaches can hinder the development of scientific thinking of teachers. In order to eliminate such situations, it is necessary to introduce updated pedagogical methods in the educational system, introduce teachers to modern educational materials and technologies, and organize continuous training courses.

3. Lack of resources: Scientific literature, modern educational and methodological manuals, laboratory equipment and other scientific resources necessary for the development of the scientific outlook of future teachers are lacking in some educational institutions. This limits the ability of teachers to conduct scientific research and reduces the effectiveness of the educational process. The lack of scientific literature, modern teaching-methodical manuals and laboratory resources, which are necessary for the development of the scientific outlook of future teachers, can also cause problems. It is no exaggeration to say that delivery of scientific literature and pedagogical resources to educational institutions, access to digital libraries and online databases for teachers is an effective way to overcome such problems.

In short, the development of the scientific worldview of future primary school teachers is of great importance in improving the quality of the education system and in forming students' scientific thinking

abilities. Formation of scientific outlook of teachers helps not only to deepen their knowledge, but also to use new pedagogical technologies and scientific methods. Therefore, the development of scientific outlook of future teachers can be expressed as one of the main and urgent issues of the educational system.

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