

FEATURES OF DIDACTIC-METHODICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

Diagnosis of the main indicators of didactic-methodological competence and their comparison revealed three levels of its formation: low, medium and high. The selected criteria and their indicators are necessary for us in order to highlight the levels of formation of didactic and methodological competence. The concept of “level” expresses the dialectical nature of the development process, which makes it possible to cognize an object in the whole variety of its properties, connections and relationships.

Keywords: Methodical competence, monitoring, head of preschool education, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The elementary school teacher is the only specialist teacher in high school who teaches a single or two related disciplines, and owns the knowledge and teaching methods of the entire range of basic subjects in this school link. Every day he takes on the roles of 3-4 narrow subject specialists, so the elementary school teacher has to synthesize methodological knowledge in individual disciplines into a single unit. This provision served as a prerequisite for the allocation of the methodological sphere of the professional activity of teachers working in elementary grades. A.A. Verbitsky adds to the complex of professionally important qualities of a teacher components that have not yet been decisively significant: a high level of general culture, psychological, pedagogical and methodological competence of a teacher.

The didactic competency analysis program included the following sections:

- elucidation of the specifics of the professional activities of primary school teachers, the identification of didactic conditions for its formation;
- analysis of the content and study of the state of the functional and structural components of the didactic and methodological competence of primary school teachers in order to justify it as a holistic system and determine the levels of its existence.

By didactic and methodological competence of primary school teachers we understand the system of knowledge, skills, and optimal combinations of operating methods with pedagogical objects, which is necessary for the teacher’s professional activity and allows us to distinguish this competency as a particular kind of professional competence that is organically included in it.

Solving the objectives of this study, the state of formation of didactic and methodological competence among primary school teachers in Volgograd and students of the faculty of pedagogy and methods of primary education

Voronezh State Pedagogical University and Mikhailovsky Pedagogical College was studied in the course of a contrasting experiment.

Highlighting the cognitive component of didactic and methodological competence, we propose to form a teacher's system of professional knowledge necessary for the teacher to effectively implement the pedagogical process. In our study, didactic-methodological competence assumes the unity of substantive and operational knowledge in the process of constructing the pedagogical process. Consider the state of formation of professional knowledge in primary school teachers. It is interesting to analyze the data obtained by us when studying the categories of teachers: professional competence, didactic-methodical competence, pedagogical technology. A qualitative analysis of the research results carried out using the survey methods: questioning, interviewing, conversation, allowed us to identify the following areas in the awareness of these pedagogical categories. Since today there is no common understanding of pedagogical technology, this term is also used among teachers in different meanings: as a system of actions for the implementation of the pedagogical process, as an algorithm for the actions of teachers and students, as a specific set of pedagogical techniques, a description of the pedagogical system, etc. .d. In defining the concepts: "didactic-methodical competence", "professional competence", regardless of the length of service, teachers had difficulties. At the same time, some of them (about 2/3) believed that the determining criterion for a high level of didactic and methodological competence is knowledge and possession of a certain number of individual practical techniques for the implementation of the educational process. Another part of the teachers attached great importance to the presence of personal qualities and skills that contribute to the choice of such means and methods of pedagogical influence that are most consistent with the goals and objectives, the content of a particular topic.

In our opinion, the study conducted regarding the assessment by teachers and students of the importance of didactic-methodical competence of primary school teachers is also interesting. Teachers with more than 5 years of experience have noted that didactic-methodological competence serves as the basis for professionalism; teachers with an experience of 3 to 5 years note the need for the formation of didactic and methodological competence especially for teachers working in grades 1-3 (4); novice teachers and students of a pedagogical university find it difficult to assess the role of didactic-methodical competence. About 30% of the total number of respondents highly value the importance of didactic and methodological competence.

We emphasize that the cognitive component of didactic-methodological competence is a reflection of its epistemological function.

Mastering by students of a pedagogical university professional knowledge does not exhaust all aspects of the manifestation of didactic-methodical competence. A teacher's competence can take place only if the professionally significant values of pedagogical work are mastered and developed (including the goal-value of the "I-professional" concept, the goal value of professional activity, the value of accepting and understanding the innovative components of professional activity, the value attitude to the model specialist, value attitude to professional ideal).

In this study, we studied the degree of adoption and understanding by teachers and students of the goals of education and upbringing of students as a meaningful basis for their practical activities. The results showed that 58% of primary school teachers, regardless of professional experience, believe that the goals of pedagogical activity are to form a certain amount of knowledge, abilities and skills among students. Teachers, determining for the purpose of their activities the development of the student's personality, his abilities, personal qualities, accounted for 30% and 12% of teachers could not clearly determine their position on this issue. The results of surveys of graduate students correlate with the above. Thus, students and teachers consider the main goals of their pedagogical activity to be cognitive. A small proportion of respondents set pupil development goals.

An analysis of the activities of primary school teachers shows that, to a greater or lesser extent, in their professional activity one can observe the embodiment of such psychological and pedagogical ideas as:

- the idea of a phased assimilation of knowledge, the operational composition of actions {P.Ya. Halperin, N.A. Talyzin, etc.);
- the idea of managing educational activities, the formation of theoretical thinking of students (DB Elkonin, VV Davydov and others);
- The idea of developing education (L.V. Zankov, N.A. Menchinskaya, etc.);
- the idea of a personal approach to teaching a younger student (Sh.A. Amon-lively), etc.

A survey of students, observation of the educational process in the course of teaching practice, judgments of teachers of methodologists, university teachers showed that future teachers prefer to use traditional teaching tools in their educational and professional activities, while focusing on the reproductive reproduction of methodological developments that exist in the practice of primary schools. Note that students in teaching practice did not seek to develop an individual style of activity, most often acted by the method of "trial and error", guided by the experience of specific teachers. It must be emphasized that teachers who implement this or that psychological and pedagogical idea in their professional activity also encouraged students to search creatively, thereby influencing the formation of didactic and methodological competence.

Thus, based on the observation, understanding and analysis of specific pedagogical practice, we can state: what goals, values, ideals are guided by the teacher in managing the educational process, such will be the nature of management, its educational results, and effectiveness the use of specific pedagogical technologies, which will determine one or another level of didactic and methodological competence of the teacher.

The specificity of the didactic and methodological competence of primary school teachers is determined by the goals and objectives of upbringing and education in primary school, the creation of conditions for the development of a child's personality; age-specific and cognitive features of younger students; the content and logic of a number of sciences, the elementary foundations of which are studied in elementary school; a change in the modern educational space, which includes the following types of schools: a traditional school (focused on the transfer of knowledge), special schools with in-depth study of one or more subjects, gymnasiums, lyceums, innovative schools based on original programs, the use of new methods, teaching aids, schools developing type (training according to L.V. Zankov, according to D. B. Elkonin, V.V. Davydov), schools focused on one or more new education systems.

In the course of our study, the opinion of primary school teachers on the degree of formation of their didactic-methodological competence was studied. With a work experience of more than 3 years, 61% of teachers note a pronounced manifestation of didactic and methodological competence; up to 3 years - only 24%. Such an increase is due to the inclusion of teachers in research activities. Thus, our hypothetical assumption that the research-reflective sphere is system-forming is confirmed.

It should be noted that the level of formation of didactic-methodological competence depends on the degree of development of the ability to solve certain types of educational problems. Teachers with a high level of didactic and methodological competence are distinguished by a high degree of reliability and stability of the results of professional activity, they equally successfully solve different groups of pedagogical tasks, while the compensatory function with an insufficient level of formation of certain skills is played by a set of certain technological methods and techniques for designing, implementing and management of the educational process at school. Our study shows that work at the level of pedagogical technologies is currently not available to every teacher. It can be assumed that the presence

in the didactic-methodical competence of the corresponding knowledge, skills and methods will allow more complete mastery of pedagogical technology.

Analysis of the results of conversations with teachers, headmasters, school directors, university teachers allows, without pretending to be complete, to identify the following conditions that ensure competent activity:

- 1) deep knowledge in the field of the subject of instruction, teachers' understanding of the principles, conceptual ideas inherent in a particular teaching technology;
- 2) fluency in a wide range of individual methods, techniques and methods for designing, organizing and managing the educational process at school;
- 3) the availability of skills to correlate the logic of building a system of teaching methods, organizing the activities of schoolchildren within the framework of pedagogical technology with the real personal characteristics of students ensuring the correct choice of technology;
- 4) the ability to reflect during the implementation of a particular pedagogical technology and its adjustment within the framework of the principles and conceptual ideas embedded in it.

We single out the criteria. "The criterion (from the Greek. Kriterion - a means of judgment) is a sign on the basis of which an assessment, definition or classification of something is made". In our study, the criterion is an indicator by which we can judge how prepared the future primary school teacher is to consciously perform his duties and subsequently demonstrate his competence in solving both educational and purely pedagogical tasks. In other words, the criterion is an indicator of the level of formation of the diagnosed quality, personality traits or educational and professional skills.

Determining the criteria for the level of formation of didactic and methodological competence among future primary school teachers, we were guided by its essential characteristics and the provisions of the criteria approach (criteria should record the subject's activity state, bear information on the independent nature of the activity, motives and attitudes towards its implementation). The main criterion in identifying the levels of didactic and methodological competence of the future primary school teacher is the degree of formation of the leading areas and components of the structure.

The criterion for determining the levels of development of motivational-value components of all areas of this competency is the degree and frequency of manifestation of motives and aspirations as personality traits. The level of development of cognitive, substantive-operational and operational-activity components of the spheres is determined by the completeness of the system of skills, its depth, logic, integrity and correctness. The level of development of reflective-evaluative components of all areas of didactic-methodological competence is established based on the frequency and degree of manifestation of properties, the degree of formation of reflective control of their own educational and pedagogical actions. The criterion for the level of formation of the individual-creative component of the research and reflexive sphere of the didactic and methodical competence of the future primary school teacher is the degree of development of the individual-creative style of activity in the design, organization and management of the educational process in an educational institution. Thus, the criteria are the leading (core) elements of the structure of didactic-methodological competence, the development of which can serve as an indicator of the development of both individual components and areas, and competence as a whole.

The core components in the motivational-theoretical field of didactic-methodological competence are the cognitive and substantively operational components. In the practical and applied sphere, the motivational and operational-activity components are pivotal. In the research and reflexive field - reflective-evaluative and individually-creative components.

In support of the sufficiency and significance of the indicators we identified as part of the didactic and methodological competence of the future primary school teacher, a multivariate correlation analysis was performed to identify the relationship between the observed values of the studied indicators and the separation of the set of signs according to the nature of their internal connections. Based on the results obtained by the methods of mathematical statistics, it is possible to assert the consistency of the indicated indicators among themselves, and the correlation coefficients according to Spearman, Kendal and Pearson proved the relationship between the individual indicators.

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