

DEVELOPMENT OF SPECIAL AND METHODOLOGICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The content of special and methodological competencies requires clarification in relation to a specific subject included in the curriculum of primary school. This is due to the fact that the elementary school teacher, by the nature of pedagogical activity, is a generalist who teaches twelve different educational disciplines. In addition, the primary school teacher is the class teacher and the regular organizer of the children's team, as well as the link between the school and the parents of the students.

Keywords: Methodological competence, primary school, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Due to the specifics of the subject of our study, we paid special attention to the content of the special competencies of primary school teachers in relation to the subject "mother tongue language" (in terms of teaching writing to first graders). The increase in significance and the change in the content of these competencies was caused by a whole set of factors of a general social and pedagogical nature, namely:

1) the mass computerization of the population has led to a reorientation of a large part of the mature and especially the younger generation from the use of information in print media to the predominant use of information in electronic media. A computer is even more active than a TV recently, crowding out a book, and working on a keyboard is writing. Children, from an early age accustomed to a computer, experience great difficulties in the formation of written speech and writing technique;

2) lack of discipline in modern curricula and programs /section "calligraphy" both in elementary school and in the training system teacher. Not only that, college curricula reduce time, allocated to mastering the special competencies of primary teachers classes in the subject of "Mother tongue". As we have already noted in Sec.

1.1, the ratio of the time of study of basic and additional subjects in College has not changed in favor of the core (including the native language).

The balance of study time allocated to the study of special disciplines in college compared to the balance of time allocated to teaching these disciplines in elementary school;

3) changes in the system of mee / subject requirements for students elementary school, from which the requirements for the technique of writing are now excluded;

4) a general decrease in the level of health of children entering primary school, which requires some simplification of writing technology, increasing it "Energy efficiency", while maintaining its legibility;

5) the growth of requirements for the effectiveness of professional activities

as a whole is manifested in the increasing requirements for the letter, from which combination of high speed and economy with high legibility.

Learning to write is one of the fundamental foundations of a person's functional literacy, providing written language mastery. Deficiencies in learning to write, made at the elementary

school stage, further impede the formation of the student's linguistic competence. Thus, the analysis of the results of the performance in the native language revealed the following shortcomings, in particular, in written speech: poor general linguistic training; communicative skills are not well formed: more than 30% of students find it difficult to interpret the contents of the text, while conducting speech and language analysis of the text; 40% of graduates are not able to consistently, coherently express their opinion, clearly and accurately express their thoughts in writing.

Thus, linguistic, linguistic and communicative competencies are not fully formed among school graduates.

So, there is a sharp contradiction between an increase in the requirements for linguistic competence of a person, including his written language, and a decrease in the possibilities for its qualitative formation in elementary school. This determines the priority importance of special competencies that provide first-graders with writing in the general structure of professional competence of primary school teachers.

A retrospective analysis of the process of formation and development of the system of teacher education showed that along the entire historical path it was constantly changing and improving. The analysis made it possible to identify the following features of this system, characteristic, as a rule, for all stages of its historical development.

First, the goals and content of teacher education at each stage of social development reflect the leading trends in the socio-economic development of our country, due to social needs and, above all, the need for teachers of one or another specialization. The development of a network of comprehensive schools, a change in the quality level of general education inevitably led to a change in the social educational order for teacher training in the system of teacher education.

Secondly, vocational education is education aimed primarily at training practice-oriented specialists. Because of this, at all historical stages, with the undoubted dominance of the practical component of training, the development of teacher education took place in search of the optimal balance between theoretical and applied teacher training. Theorists and practitioners of education set themselves the task of finding the optimal ratio of the general cultural development of the teacher with knowledge of the context of the present and future lives of students; knowledge of one's subject with experience in practical activities; the activities of the teacher with the activities of the teacher.

Thirdly, theoretical studies in the field of teacher training for elementary schools were carried out ahead of (sometimes very large) regarding the development of the practice of professional education. This tradition, laid down since the life and work of K.D. Ushinsky had the positive side that pedagogical education always had a reliable scientific and conceptual basis and needed only its competent use.

Fourth, since its inception in the XVIII century. and until the end of the 1980s. in the system of pedagogical education there was an invariant substantial core, which implied the priority preparation of the elementary school teacher for the most efficient formation of the basics of functional literacy among students (reading, writing, counting). And only at the turn of the 1980s-90s. the multidisciplinary nature intensified, and the invariant methodological core of pedagogical education was eroded. This was expressed, in particular, in the fact that the method of teaching the writing technique lost one of the backbone places in the content of the

preparation of primary school teachers and, in general, led to a decrease in the quality of teacher training in the ACT system.

Thus, the training of primary school teachers in the ACT system has a rich history in our country, a large methodically refined experience, which is also in demand in modern pedagogical practice. The foregoing refers primarily to the period of the late XIX - early XX centuries., Which, as analysis has shown, has a significant similarity with the modern period in the history of teacher training.

The features of the professional activity of primary school teachers in modern conditions are revealed, expressed in a change in both the object and the subjective requirements for pedagogical activity. The emergence of innovative schools at the turnaround, the transition of many general educational institutions to the development mode, the transformation of methodological work into a scientific and methodological one led to the emergence of a new object of mass pedagogical activity - innovative pedagogical experience to be generalized, comprehended, and studied scientifically. The development of social partnership of schools has led to the emergence of such an object of pedagogical activity as organizations and institutions - the social partners of the school, interaction with which is becoming one of the new functions of pedagogical activity. Finally, the development of distance learning technologies caused the emergence of such fundamentally new objects of pedagogical activity as a distant student and a distant group (class) of students, which also significantly affected the functional structure of the modern teacher.

Over the past few decades, there has been a change in the goals of education and the parameters of its quality, when the result of professional education is precisely the person's willingness to effectively perform basic production functions. Thus, the traditional set of "knowledge and skills" should be supplemented by the graduate's readiness for their implementation in their professional activities. At the same time, the problem of traditional forms of professional education (including pedagogical) is that usually a graduate is ready to master professional functions (on the basis of more or less disparate knowledge and skills received by him), but not to realize these functions.

Thus, in education (both professional and general), the demand for general cultural training is gradually decreasing and the role of functional literacy and practical training is increasing. This means, firstly, that the role of primary general education, which provides the basics of functional literacy, is growing relative to the role of basic general education, which ensures the general cultural development of the student. Secondly, a consequence of the indicated trend is a change in the functional structure of the teacher's professional activity: the organizational-mobilizing function sometimes becomes a priority relative to the Gnostic, informational and cultural. Thirdly, in the system of vocational education, the specificity of a specialty is sometimes more significant than the specificity of a level (primary, or higher professional), which is one of the factors that increase the demand for secondary specialists and a noticeable decrease (in a number of profiles) in demand for specialists with higher education.

The functional analysis we conducted made it possible to clarify the set of functions of the modern pedagogical activity of future primary school teachers. Among the most important pedagogical functions of primary school teachers, we attributed the following: creating pedagogical conditions for successful learning, development, and parenting (the "training and education" function); ensuring the protection of life, strengthening the health of children (function "health saving"); pedagogical education of parents, regulation and coordination of educational influences of the family and school (function "interaction with parents"); self-education; participation in methodological, experimental, research work (function "scientific and methodological work").

Since 2000, the strategic documents in the field of education as one of the most significant conceptual grounds for updating the content of general and vocational education proclaim a competency-based approach. It is noted that the main goals of implementing the competency-based approach are to ensure the effectiveness and quality of education.

The leading features of this approach in its modern sense are determined. The leading idea of the competency-based approach is the interpretation of the content of education, formed “from the result” (“standard at the exit”). A competency-based approach is in demand where there is a social interaction between an educational institution (and more broadly - the education system) with its customers, consumers and beneficiaries, and, above all, with a widely understood employer, in connection with this, this approach is now most actively developing in vocational education. The competency-based approach involves a transition in the construction of the content of education - from “knowledge” to “persons of activity”. The development of a competency-based approach in world and domestic educational practice is sometimes ahead of the theoretical understanding of the problem.

The basic concepts of a competency-based approach are the concepts of “competency” and “competence”. Competence is an integral quality of a person that characterizes a person’s readiness for the effective implementation of a particular social role (professional, member of society, citizen, etc.). We understand professional competence as an integral characteristic of the personality of the employee (specialist), reflecting both the degree of development of knowledge and skills in a particular area of professional activity, and the totality of personal qualities that reflect the ability to act effectively in society. Competence is the result of education, expressed in a person’s readiness to solve certain problems of professional and extra-professional activity on the basis of and using his internal and external resources. Professional competencies are the results of professional education, expressed in the willingness of a specialist to implement certain professional functions based on his use of internal and external resources.

It is professional competence - the norm that integrates the subject-subject and subject-object approaches in vocational education. Understood in this way, professional competence acts as a fundamentally new result of professional education. Orientation of vocational education to this result, apparently, is the optimal way to solve the urgent problem, the essence of which is the inconsistency of the main goals of vocational education (the formation of professional competencies) with the content of the teacher’s professional activity (which is a set of professional functions). Thus, between the structure of professional activity of a specialist and the structure of professional competence of a specialist in the process of competency-based teacher education, an unambiguous correspondence should be built: the formation of a set of basic professional competencies at the stage of professional education - preparation for the implementation of basic professional functions at the stage of professional activity of a specialist.

The features of the structure of competencies as special results of professional education are characterized. The main components of competence — mobilization, self-government, internal resources (“zuns” and developed methods of activity) —are stored in a “disassembled” form and are “collected” only in response to a problematic situation.

To a certain extent, the process of formation and development of professional competencies of a teacher has been studied in relation to the university stage of teacher education. However, due to its practical orientation and focus on the needs of the employer, the competency-based approach is most in demand in secondary pedagogical education. This allowed us to use this approach as the conceptual basis of the model we developed for the formation of professional

competencies of primary school teachers in a teacher training college, which, in turn, required the preliminary development of a model of professional competence for primary school teachers.

In accordance with our model, the professional competence of primary school teachers is the most important characteristic of the theoretical and practical preparedness of a specialist for the implementation of pedagogical activities, represented by a combination of universal (social, communicative, informational, problematic, cooperative, etc.) and professional competencies; among the latter - general professional (psychological, pedagogical, regulatory, reflective) and special (substantive and methodological) competencies. Psychological and pedagogical, regulatory and reflexive competencies are common for a school teacher regardless of his specialization, and subject and methodological competencies are special competencies, which are due to the ability to perform certain specific professional duties that distinguish primary school teachers as specialists from other teachers. All of these components are closely intertwined, forming a complex structure that forms the professional competence of primary school teachers.

The content of the composition of the specific competencies of primary school teachers is determined. Subject competence - readiness to apply knowledge of the scientific foundations of the content of the course of primary school; positive attitude to academic discipline; conscious knowledge of special terminology in the necessary volume in conjunction with the content of the educational material; ability to interpret and systematize scientific information on the subject; the ability to adapt the content of the discipline to the capabilities of students. Methodological competence - readiness to plan, select, synthesize and construct educational material on a subject; willingness to organize various forms of classes in the subject; willingness to implement activity-based approaches to learning and the ability to organize the educational work of younger students; willingness to use innovative learning technologies; qualified application of health-saving training technologies.

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