THE DEVELOPMENT OF THE MOTIVATIONAL-THEORETICAL SPHERE OF DIDACTIC-METHODICAL COMPETENCE OF STUDENTS

Laylo Akhmedova
PhD student at Tashkent state pedagogical University
Tashkent, **UZBEKISTAN**

ABSTRACT

The process of formation of didactic-methodical competence in future primary school teachers involves the development of its three areas (motivational-theoretical, practical-applied and research-reflective). In the framework of this dissertation research, we remain in the position of the integrity of the educational process at the university, however, the features of competence formation and the structure of the educational process determine the consideration of the processes of formation of spheres separately. The integration-synthesizing principle is assumed by the process of forming a research-reflexive sphere, which allows ensuring the integrity of the formation of didactic and methodological competence**.**

Keywords: Didactic-methodical competence, methodology, pedagogy, didactics.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Based on the conceptual provisions put forward in the first chapter, the goal of the experimental part of the study is to examine the logic of the process of formation of both didactic and methodological competence and its individual areas. This involves determining the level of didactic-methodological competence at the beginning of the stage, setting goals that are consistent with the development prospects, selecting the optimal means adequate to the main goal of the stage, and finally, determining the results at the end of each stage of the process.

In the experiment, we were guided by the following provisions:
  - ensuring the manifestation of didactic-methodical competence on different contents and when solving different types of educational and pedagogical problems;
  - the development of individual areas of competence through the solution of specially designed chains of educational and pedagogical tasks;
  - designing an open learning system focused on the development of didactic and methodological competence;
  - providing the opportunity to repeat the experiment in different conditions with a different composition of students.

The development of the motivational-theoretical sphere of didactic-methodological competence in future elementary school teachers goes through three stages from the initial development of the cognitive and motivational-value components ") through the main {" development of the substantive-operational component " ') to the final ^ development of the reflective-evaluative component ").

The implementation of the pedagogical process for the formation of the motivational-theoretical sphere of didactic and methodological competence of primary school teachers implied in this study an appeal to the study of the personality characteristics of the student and his educational and pedagogical activity.

In the works of psychologists S.A. Arkhangelsky, P.A. Prossetsky et al. Revealed a number of contradictions characteristic of the period of college students:

- between the relatively low social significance of the educational and cognitive activity of a student at a university and future professional and pedagogical activity;

- between relative freedom in organizing independent mental activity and the need to have a tough, clear, rational order in one's educational activities;

- between great psycho-physical capabilities and small personal experience.

Given these contradictions of the student age in the organization of the experimental work, we assumed that the development of the fields of didactic and methodological competence was significantly influenced by all sides of teaching at a pedagogical university, but the most important element of the educational process is the educational and cognitive activity of students aimed at acquiring ¬ the acquisition and assimilation of theoretical and practical knowledge, forms, methods and techniques necessary for future professional activities.

Stage I - initial - "incentive component development" coincides with the training of students in 1-2 courses; during this period, they master such theoretical disciplines from the psychological and pedagogical block as an introduction to the teaching profession (U, human psychology (U2), philosophy and history of education (Uz), pedagogical theories and systems (Ud and U5), history of psychology (Ub), developmental psychology (U7), social psychology (U%), new pedagogical technologies (Ud), special psychology and correctional pedagogy (Uyu), and optional educational courses (U 11).

The goal of the stage: to create conditions for students to "enter" into the pedagogical profession, to include them in the process of professional socialization, to acquire a new student status - the future primary school teacher.

Objectives of the stage: didactic:

- help the student to take a subjective position that provides him with the effectiveness of the processes of self-education and self-organization in educational activities;

- help the student to master the leading pedagogical theories, develop their attitude to them;

- help the student in the development of professionally important pedagogical (related to the "Teacher" problem), methodological categories and didactic skills associated with making elementary competent and creative decisions in various educational and pedagogical situations;

- help the future primary school teacher comprehend their place in teaching activities;

- equip the future teacher with the basis of approximate knowledge about the essence of pedagogical systems and technologies, about the basics of constructing the educational process;

- contribute to the formation of junior students preconceptions of their professional activities;

- to develop reflective control in the process of mastering didactic-methodical competence, the ability to solve educational, cognitive and pedagogical tasks and the ability to implement individual elements of the educational process at the technological level;

organizational:

- ensure the integrity of the psychological and pedagogical unit of vocational training for primary school teachers;

- develop a system of educational and pedagogical tasks for the formation of the incentive component of didactic and methodological competence;

- create comfortable conditions for the development of psychological and pedagogical knowledge and a favorable microclimate for the formation of didactic-methodical competence.

The main means of forming the motivational-theoretical sphere of didactic-methodological competence at the 1st stage are situations of self-recognition and self-expression in solving educational and pedagogical problems; situations of finding personal, life

and professional meanings, business games, trainings, problem lecture-discussion classes, creative psychological and pedagogical presentations.

The development of the motivational and theoretical sphere of didactic and methodological competence of the future primary school teacher begins at lectures and practical classes in pedagogy and psychology in the experimental and control groups.

During lectures on the course "Introduction to the teaching profession", future elementary school teachers expanded their terminological dictionary with terms such as "pedagogical skill", "pedagogical work", "pedagogical technique", "specialist", "competence", "competence", "professionalism", "pedagogical system", "pedagogical technology", "pedagogical culture", "pedagogical activity", etc., associated with the field of competence category. Teaching and pedagogical situations were built in such a way as to ensure that students "entered" the world of the pedagogical profession.

Of particular importance for the formation of the motivational-theoretical sphere of didactic-methodological competence is the professional ideal of a pedagogue. The lesson is built in the form of a business game: "The trial of the ideal of the teacher." The "Ideal of a teacher" acts as the defendant, the accuser is a student-two-year student, the defender is a student-excellent student. Witnesses for the prosecution are: "the socio-economic conditions of the modern period", the parents of a student-loafer, a pessimist, a disappointed teacher-practitioner, etc .; on the protection side, parents of schoolchildren, professional teachers, the "future", "innovative school", etc. During the work of the "court", freshmen form the image of the "ideal of a competent teacher in their field".

The lectures of this course often use the technique of speaking "expert students" with an abstract of the article, annotation, advertising, presentation, theatricalization of a book, journal or newspaper article, and an essay ("Teacher, in front of your name ...", "School XXI in . "," How do I imagine the image of an ideal teacher? "," To be or appear to be a professional? "," Do not dare
forget teachers ... "," Russia is famous for teachers "," Joys and sorrows of teaching work ", etc.).
We show a separate fragment of experimental training in the subject "Introduction to the teaching profession." For example, during a seminar on the topic "The profession is massive and unique, eternal and creative," a dispute is organized.

Disputation in the educational process of a pedagogical university has a dual role: it acts as an important form of enhancing the cognitive activity of pupils and students and serves as a model for them in conducting a dispute at school.

A debate on this topic is being prepared by a group of students from 5-7 people. They select a host from their environment, select literature, determine questions, introduce other students to them, and think over the design of the audience. The whole group receives tasks: to think over their opinion on the issues outlined, to get to know the primary sources (the list is proposed by the development group).

Before the start of the debate, posters and drawings are hung in the audience. Responsible for the debate spend it during one academic hour, the second hour is devoted to discussion of the event. Students focus on choosing a topic, a debate program, the preparedness of its leaders, the general readiness of the group.

The host (a student with a high level) is preparing with the members of the team of developers of micro-speeches "I want to tell you ...".

Gulchehra. (intermediate level): "In the Explanatory Dictionary of Living Russian Language, created in the last century by V.I. Dahl, the word "teacher" is defined as a mentor, teacher. The teacher conveys the accumulated human knowledge. The mentor instructs how to behave and how to live. These two tasks of a teacher - to teach and instruct, or, otherwise, to teach and educate - are basic.
Teacher is a massive profession. All the younger generation must be taught and educated. The question arises: how many boys and girls want to be teachers.

Some will say "a lot", others - "a little." Both those and others are right in their own way. Those who say "a lot" are right, because, indeed, a lot of young people enter pedagogical universities every year. Those who consider "little" are also right. Firstly, because not all those who enter the teacher training university want to become teachers. Secondly, and this is the main thing, not all those who go to study as teachers can be them.

It seems to many that the profession of a teacher is the most ordinary, however, each of us remembers for life only one or two teachers. Those who played a special role at some point in our lives; those whose wisdom and kindness helped us to become good people. Therefore, we can say that the profession of a teacher is unique, because not everyone had such teachers. "

Nadira (low level): "Every day, from year to year, the teacher enters the classroom. Even the same class is constantly changing: the guys grow almost in the literal sense of the word not by the day, but by the hour. Events take place in the classroom, his moods, hobbies change throughout the year, quarter, week, one day, and even a lesson. And each time, entering the class, meeting with the children after the lessons, outside the school, the teacher is faced with something new. This requires him to observe, analyze, react, each time in something unlike those that were already, each time in something unique. For many years, an elementary school teacher has been working on the same textbooks, teaching the same subjects. But! Each lesson cannot be exactly the same as the previous one, because in practice it alone spends the whole educational child with the kids. Teacher's profession is creative. "There cannot be identical children, there cannot be the same relationship with them, the impact on them.""

Presenter: "Give the statements of domestic and foreign teachers, similar to the words of A. Dysterweg:
        "What would happen to the people, to society, to the state without their (teacher) quiet, modest, hardworking activity? "He alone is not able to do everything, but he lays the foundation for everything, and without it barbarism would spread among us immediately."
        Masha S. (middle level): I think the quote is Ya.A. Comenius "teachers must be people ... honest, active and hardworking; not only for the species, but in reality they should be living samples of the virtues that they must instill in others. "
        Katya O. (middle level): It seems to me that D.I. Mendeleev: "It is necessary to call for pedagogical work, as to a marine, medical or similar matter, not those who seek only to provide for their lives, but those who feel conscious calling and anticipate their satisfaction in this matter and science. ... ".
        Zhenya K. (low level): V. A. Sukhomlinsky wrote: "A teacher is the first and then the main lamp in the intellectual life of a schoolboy; he awakens the child's thirst for knowledge, respect for science, culture, education. "
        This type of work aroused interest among students, therefore, the process of citing primary sources was interrupted by the teacher due to the limited time of the lesson.
        Anchor: "Highlight the main characteristics by which similar statements were determined."

Activity was shown mainly by students with a high level. Then the presenter spoke on the subject "I and the profession", adhering to the following plan: why did I choose the profession of a teacher ?; how did I prepare myself for the teaching profession ?; what can I give children today ?; What would I like to achieve in the process of professional training at a university?

The discussion revolved around two main questions: who can become a teacher and who does not need to be a teacher? The result was a correlation of students 'opinions with opinions on this matter A.V. Mudrika:

"If you are talented, you can become a teacher, no matter what you are talented in. If in any branch of knowledge, then this will help you become an outstanding teacher in a subject (block of subjects). If in any sphere of art, then this will help create for students an emotionally saturated atmosphere that every person needs so much. If you have talented hands, then your students will grow up real
        masters of any business ... If you have a physically developed body, then you can captivate all the guys with the idea of growing up healthy and athletic. If you are talented in communication, then your students will not know the difficulties in human relations. If you are interested in people, then a wonderful teacher will come out of you. If you are interesting to people and they are drawn to you, then boldly go to the teacher".

During the second part of the lesson, students motivated and reflexed the debate. In general, many students showed the ability to quickly and reasonably explain their position, the correct use of the achievements of scientific pedagogical thought, its creative implementation, the manifestation of activity, invention and initiative in leading, stimulating and summarizing the results of the discussion, the ability to critical and mobile mouse - to expression, free expression of will, honesty in judgments, metaphorical comparisons and hyperbolization. The listed changes in the behavior, thinking, and communication of first-year students we attributed to the primary manifestations of their levels of professional competence.

Due to the fact that the teacher had to regulate the activities for presenting the statements of domestic and foreign teachers in the first part of the lesson, it is proposed to design the baby books on the subject "Teacher and Time" as homework.

The technological effectiveness of the process of formation of the motivational-theoretical sphere of didactic-methodological competence by future teachers of elementary grades organized by us is ensured by such principles as consistency, integrity, the presence of target unity and the adequacy of the system of means.

Using questionnaires, interviews, testing, surveys, we tried to identify the level of understanding by future teachers of the initial classes of the category "pedagogical technology". We interviewed about 367 students. As the survey of respondents showed, students have some knowledge of the technological nature of the educational process; The respondents put the main emphasis in the interpretation of pedagogical technology on the presence in it of a system (aggregate) of teacher's means of activity: methods, forms, techniques, methods, teaching techniques, and education of a child's emerging personality. For the formation of a holistic, systemic knowledge in this area has a training course "New pedagogical technologies."

In the process of studying this course, students form the concepts of "pedagogical technology", "educational strategy", "pedagogical (didactic, methodological) system", "pedagogical (didactic) competence". As a result, we come to their unified interpretation. Pedagogical technology is "a more

or less rigidly programmed (algorithmized) process of interaction between the teacher and students, which guarantees the achievement of the goal" (71, C.5).

A pedagogical strategy is a model for the interaction of subjects of the educational process and the personally significant development of its participants. Pedagogical competence "is a generalized personal education, which includes a high level of theoretical, methodological, psychological, pedagogical, methodological and practical training" (147).

A lesson on the topic "Pedagogical systems and pedagogical technologies" is organized and conducted in the form of televised debates within the framework of this course. Let us briefly characterize the lines of the discussion that arose. "Optimists" argued that pedagogical technology can be obtained from any pedagogical system through transformations. "Pessimists" sought to reduce all the essential structural elements of pedagogical technology to the system, methods of organizing the educational process, motivating their point of view with the fact that it is enough for the teacher to have a wide range of forms, methods, tools and teaching methods to build an author's technology . Accusers criticized practitioners for reluctance to work technologically. "Neutral" gave priority to computer technicians in the technological development of education, indicating that in the era of the development of new information technologies, teachers can replace an electronic textbook that incorporates many of the teaching functions for teaching and developing a child's personality. The "conciliators" tried to smooth out all the problems that arose and reduce them to zero. A special function and the greatest substantive and emotional load lay on the "experts" who were to create a model-representation of the pedagogical system and pedagogical technology.

Television debates were built through the resolution of a specially designed sequence of educational tasks. Students in accordance with affiliation to the positional group ("optimists", "pessimists", "conciliators", "experts", etc.) were given the opportunity to solve the problem. Thus, reflecting on certain semantic attitudes, future teachers form their own judgment on pedagogical technology; positive motivation is created for the development of pedagogical systems and technologies, their modernization in accordance with their own didactic and methodological views.

On the example of the course "Pedagogical theories and systems" we illustrate the technological equipment. At the beginning of the study of any training course, students get acquainted with the technological map, a bank of exercises that guarantee the achievement of a certain level of knowledge, skills in disciplines, learn to operate with technological objects.

In this regard, in the present study, particular importance is attached both to the forms of organization of educational activity, and directly to subject material that contributes to the formation of didactic and methodological competence of a teacher, revealing the possibilities of maintaining a particular discipline, section, topic, educational and pedagogical task for students to develop ¬telnogo component. At this stage of the experimental work, the following sequences of educational tasks were applied:

- problems with several solutions - contradictory problems - problems for reviewing
- extrapolation tasks;
- problems with several solutions - contradictory problems - extrapolation problems;
- problems with incorrectly presented information - problems with several solutions - contradictory problems - extrapolation tasks;
- problems for reviewing - problems with several solutions - extrapolation problems - problems with several solutions - contradiction problems;
- problems with incorrectly presented information - problems with several solutions - extrapolation tasks - contradiction problems;

- tasks with several solutions - problems for reviewing - problems-contradictions - extrapolation tasks;

- extrapolation tasks - tasks with incorrectly presented information

- contradiction problems - reviewing problems - extrapolation tasks.

The result of the first stage of the experimental work on the formation of the motivational-theoretical sphere of didactic-methodical competence of primary school teachers was the following changes found in the process of diagnosis:

There has been a shift in students' motives from personal internal ones, manifested in the awareness of the importance of the profession related to the education and upbringing of primary schoolchildren, to more professionally oriented ones: broad social, promising personal development, self-expression and self-realization in the pedagogical process, creative attitude to the use of pedagogical knowledge;

- students mastered pedagogical (including technological) knowledge, categories associated with the profession "Teacher"; knowledge of the models of the educational process, pedagogical theories, acquired socio-psychological (determination of desired goals, sensory acuity, congruency, rapport), psychotechnical (flexibility, resource state) and technological and pedagogical skills (design, organization, organization of educational events, assessment, operating with a project, etc.);

- students acquired the basics of methodological literacy, learned how to reflect on the status of pedagogical science and its apparatus; acquired the skills of conducting discussions on pedagogical problems;

- students have changed attitudes towards teaching values;

- students have learned how to make basic, competent and creative decisions, to reasonably prove their point of view, to apply existing knowledge to personal improvement based on the results of reflection. The analysis of the level of didactic and methodological competence of future primary school teachers at the first stage of the formation of the motivational-theoretical sphere showed that the number of students with a low level in the experimental group decreased to 41%, with an average increased to 42%, with a high - up to 17%. Conducting a qualitative analysis of the state of formation of didactic and methodological competence of PiMNO students, it can be noted that its average level (42%) is prevailing, a tendency to decrease in the number of students in the typological group is "low". In the control group, no similar dynamics were noted; changes in typological groups were insignificant.

The dynamics of the formation of the motivational and theoretical sphere of didactic and methodological competence of primary school teachers are reflected in the table and in the diagram: Stage II - the main one - "development of the performing component" coincides with students learning in the 3rd year; during this period, they master such theoretical disciplines from the psychological and pedagogical block as special psychology and correctional pedagogy (U_o), pedagogical psychology (U12), the basics of social work (U_z), the methodology of teaching mathematics (Un), methodology teaching the Russian language (U15), the methodology of musical education (U_b) and optional teacher training courses (Уц) -

The purpose of the stage: to work out the process of operating with technological objects; to form the operational and executive staff of professional activities.

Objectives of the stage: didactic:

- contribute to the formation of the concept of students of their future professional activities;

- help students to master the basics of organizing the educational process as part of a separate educational topic;

- contribute to the formation of skills to operate with the project of the educational topic;

- equip the student with knowledge of specific methodological systems and pedagogical technologies for teaching and educating schoolchildren;

organizational:

- construct a system of educational and pedagogical tasks that permeates all training courses;

- create technological and methodological equipment for elective courses;
- create comfortable conditions for students to act in simulated conditions close to real ones in an educational institution.

Solving the tasks of our study, it should be noted that at this stage in the development of the motivational-theoretical sphere, didactic and methodological competence of future primary school teachers at the faculty of pedagogy and the methodology of primary education will find expression in the process of solving by students of a series of educational and pedagogical problems.

In the course of the ascertaining experiment, we were convinced that a student who repeats activity in the sample many times may well not learn anything. Mastering occurs only when reflection contributes to the allocation of activity patterns - ways to solve problems.

The performing component includes the ability to analyze; summarize facts, phenomena, processes; to formulate problems, contradictions; to plan; to design and design pedagogical objects and processes; exercise control and reflection. Based on this, the following chains of educational tasks are proposed:

- extrapolation tasks - tasks with incorrectly presented information - tasks for developing generalized decision strategies - contradictory problems - extrapolation tasks - reviewing problems;

- extrapolation problems - problems with several solutions - tasks for developing generalizing decision strategies - problems for proving - problems for building learning situations;

- tasks for the proof - tasks for the development of generalizing strategies for solutions - extrapolation tasks - tasks for the construction of training situations - tasks for reviewing;

- contradictory problems - extrapolation problems - problems with incorrectly presented information - proof tasks;

- contradiction problems - extrapolation tasks - tasks with incorrectly presented information - review tasks;

- tasks for constructing learning situations - extrapolation tasks - tasks for developing generalizing decision strategies (No. 6).

Let us give an example of a chain (No. 6), proposed in one of the classes when studying the course "Methods of Teaching the Russian Language".

- Develop a fragment of the lesson on the topic "Word Transfer" that allows you to activate the cognitive activity of students.

- Describe your actions in resolving the "Typewriter" situation: "After learning new material, all the children were asked to open textbooks and complete exercise No. 37. After a few minutes, the teacher found that Sergey K. did not fulfill any of his requirements, but plays with a typewriter brought from the house. "

- Several lesson abstracts on the same topic proposed by the teacher are analyzed. Students identify appropriate strategies for the actions of the teachers who created these projects. (Evaluation of strategies is not given). Further, they are invited to independently construct a developmental learning strategy based on this content and to select adequate methods, forms, means and techniques.

For example, when solving the third problem from this chain, the following statements were characteristic:

Masha M. (low level): "I liked the strategy of compendium No. 1, since the teacher clearly leads the students, providing good discipline. After all, discipline is the main thing in the lesson. There will be discipline - there will be knowledge. The teacher simply came up with great requirements for students. They will not be able to relax, distract from work, therefore, the lesson will be effective. "

Oksana R. (middle level): "I would choose a strategy for holding a lesson in the form of a game, the teacher took into account the age characteristics of younger students. I think that when playing, children will learn more new things. The content of the lesson is mastered indirectly, which facilitates the management of processes of attention and memory. "

Julia Zh. (High level): "All the proposed strategies do not take into account the laws of educational activity, the principles of an active approach to learning. Even if I wanted to repeat some bundles of strategy elements, I would not succeed, because I have a different style of organizing the educational process

sa Therefore, I had to select individual elements in each strategy, determine their effectiveness and adequacy to my style of work. Then I constructed my own strategy and analyzed it from the standpoint of the formation of educational activity among younger schoolchildren and the development of their motivational sphere. "

A special place in the systemic formation of the theoretical component of the didactic-methodical competence at this stage is occupied by the course on the choice of "Pedagogical technologies" (see the technological map).

The result of the second stage of the experimental work on the formation of the motivational-theoretical sphere of didactic-methodical competence of primary school teachers was the following changes found in the process of diagnostics:

- there is a qualitative shift in students' motives to professionally oriented ones: broad social, perspective personal development, self-expression and self-realization in the pedagogical process, creative attitude to the use of pedagogical knowledge;

- students mastered the components of the performing component;

- students have developed skills in the technological process of the educational process;

- students learned to make competent and creative decisions, reasonedly prove their point of view, apply existing knowledge with the aim of personal improvement based on the results of reflection.

An analysis of the level of didactic and methodological competence of future primary school teachers at the second stage of the formation of the motivational-theoretical sphere showed that the number of students with a low level in the experimental group decreased to 18%, with an average increased to 50%, with a high - up to 32%. Conducting a qualitative analysis of the state of formation of the didactic and methodological competence of PiMNO students, it can be noted that its average level (50%) is prevailing, the tendency to reduce the number of students in the typological group remains "low". In the control group, no similar dynamics were noted; changes in typological groups are insignificant.

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