



MODEL OF FORMATION OF LINGUO-METHODOLOGICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT: - This article reveals various approaches to improving the linguo-methodological competence of future primary school teachers, gives a definition of linguo-methodological competence, and also proposes and describes an improved model for the formation of linguo-methodological competence of future primary school teachers.

KEYWORDS: Model, linguistic competence, linguo-methodological competency, communicative-activity approach, diagnostics, future primary school teacher, methodology, training.

INTRODUCTION

World educational and research institutions are conducting research on the priority of training multilingual personnel, improving multilingual education, improving the professional qualities and organizational models of teacher qualification based on a communicative-activity approach to the educational process. At the same time, special attention is paid to training personnel with linguo-methodological and linguodidactic

competencies, systematization of methodological solutions to the problems of teaching linguistic thinking, effective use of innovative approaches and methods, objective diagnostics, analysis and correction of the educational process in primary grades.

In the Republic of Uzbekistan in recent years, a regulatory and legal framework has been created for the training of highly qualified personnel in the field of education, fluent in several languages, Uzbek, Russian and English,

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training of specialists capable of designing a multilingual educational environment. The necessity “to establish the main criterion for determining qualifications is the level of knowledge and skills of teachers in teaching the relevant subject” [1]. As a result, the opportunities for the formation of professional qualities and competencies were further expanded, allowing primary school teachers to conduct flexible and effective pedagogical activities in the subject of their native language.

In recent years, such a direction of linguistic education as the oversubject orientation of the native language course has become increasingly relevant, which in turn allows researchers to talk about the need for an early update and modernization of the content of linguistic education, improving its quality and efficiency.

THE MAIN RESULTS AND FINDINGS

The concepts of linguo-methodological training of bachelors, the key strategies of linguo-methodological training, the achievements of linguistics and the typology of didactic methods, the philological and methodological training of future primary school teachers were studied in the scientific works of N.A. Isaeva, M.R. Lvov, T.G. Ramzaeva, N.E. Sinichkina, N.N. Svetlovskaya, T.U. Ziyodova, A.R.Khamroev, A.Ya. Bobomurodova, U.A. Masharipova, G.A. Mamatova. [2, 3, 4, 5, 6]

The future primary school teacher must be fluent in the theory and methods of teaching the native language, understand the place of this subject in the general scientific system, use various methods and means aimed at teaching the Russian language; be able to predict and plan the educational process, taking into account the current level of training, age and class specifics.

When developing a list of requirements for the level and quality of professional training of future primary school teachers, we used the term "competence". When determining the degree of formation of competencies, as well as when considering and evaluating the result of a specific pedagogical activity, we used the term "competency". [2]

In this research work, linguo-methodological competence is defined as a set of necessary knowledge and personal qualities of a primary school teacher, allowing him to plan and apply methodological approaches, techniques to achieve the goals in the field of teaching the native language in the lower grades.

We have studied various approaches to the development of a model of linguistic and methodological training of a future primary school teacher. The model for the formation of linguo-methodological competence of future primary school teachers was improved on the basis of a phased integration into the technological structures of the educational process of functional types of speech, the internal structure of writing, and diagnostics of the levels of formation of speech skills. [3] This model is shown in fig. 1.

The purpose of the professional training of the future primary school teacher in the disciplines of the linguistic cycle and the methods of teaching the Russian language is the formation of skills to solve professional problems in the field of language education of a younger student or the formation of linguo-methodological competence. The methodological basis for the implementation of this goal is the concept based on the competence-content and structural-activity approach. [5]

The professional training of future primary school teachers was carried out using innovative pedagogical and information technologies, which ultimately provided

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future primary school teachers with the necessary level of flexibility and professional adaptation. [6]

The linguistic foundations of modern approaches to teaching the Russian language in elementary school are considered, the methodological solutions used in the lessons

of the native language in elementary grades, the purpose, content, forms, methods and means of forming the linguo-methodological competence of future primary school teachers are studied.

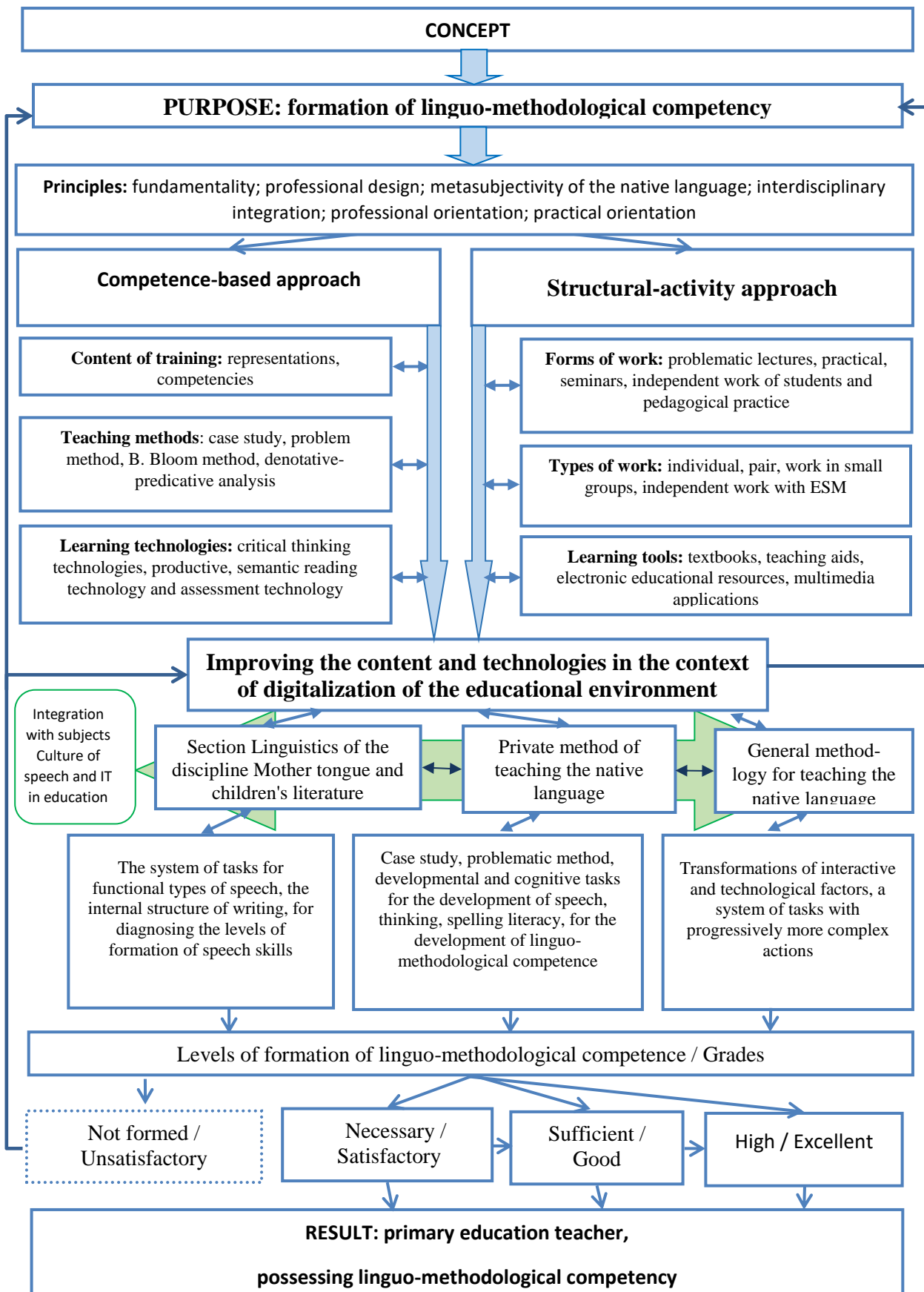


Fig. 1. Model of formation of linguo-methodological competence

The research work focuses on the fact that one of the most discussed areas of education development is the international PIRLS studies and the national EGRA studies. When passing the PIRLS international testing system, fourth-grade students pay much attention to the skills of working with the text of fiction or the text of popular science articles. In this regard, the formation of functional reading skills among primary school students becomes even more relevant. At the forefront is the method of developing the skill of working with information in elementary school students, isolating information from a text located in an open form, and interpreting this information. [3] In this regard, the content of linguistic and methodological training included developmental tasks aimed at preparing students for participation in these studies. The technologies of critical thinking, the technology of productive, semantic reading and the technology of evaluating spelling and reading literacy were proposed. [4]

Another important aspect of the proposed model is the assessment block, which indicates the assessment criteria and indicators of the level of formation of linguistic and methodological competence of future primary school teachers. A phased integration into the technological structures of the educational process of diagnosing the levels of formation of speech skills was carried out. The result of the pedagogical process is the linguo-methodological competence of the future primary school teacher.

CONCLUSION

The future primary school teacher should have not only general professional, but also special competencies. It is thanks to this ratio of competencies that a graduate can competently, efficiently and effectively perform his duties in his chosen field of activity. The basis of the professional

competencies of a bachelor, aimed at achieving success and excellent results in their professional activities, is fundamental knowledge in the main scientific disciplines, on the basis of which the potential for self-development and self-determination of a specialist is built in the future.

Building the learning process on the basis of this model will make it possible to more effectively and successfully solve various problems of the methodology of teaching the native language that arise in the organization and implementation of the educational process.

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