

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE11

DOI: <https://doi.org/10.55640/eijp-03-11-07>

Pages: 27-30

**MEANS OF METHODOLOGICAL MODIFICATION OF TEACHING THE SCIENCE OF EDUCATION IN FUTURE PRIMARY CLASS TEACHERS*****Inoyatova Zulfiya Khamdamovna****Senior teacher of the Department of Primary Education Pedagogy of the Faculty of Primary Education of TSPU named after Nizami, Uzbekistan***ABOUT ARTICLE**

Key words: Distance education, primary school subjects, future primary school teacher, professional competence, methodical competence.

Received: 03.11.2023

Accepted: 08.11.2023

Published: 13.11.2023

Abstract: In this article, the importance of improving the professional competence and training of future primary school teachers in the conditions of distance education, methods of improving their professional competence and training, comparative analyzes of professional and professional methodical competence, future primary school teachers the content of improving the components of the mechanism of development of teachers' professional-methodical competence is presented.

INTRODUCTION

The modern development of the nation, fundamental changes in human life and educational activities have created a demand for professional knowledge and professional outlook and a number of innovative changes. Accordingly, there is a need in the labor market for a competitive teacher, a person with a set of basic competencies in intellectual, communication, information and other fields. This, in turn, led to the introduction of the term modern teacher into education.

A modern future elementary school teacher should be advanced in all aspects, have a deep knowledge of his subjects, have pedagogical skills, love children, know the problem in practice and be able to find ways to solve the problem, In order to paralyze his methodical reserve, he should know the modern methods of independent education.

Analyzing the requirements for a modern future primary school teacher, President Shavkat Mirziyoyev's statement "It is necessary to form and educate patriotic individuals who can think independently, think correctly and do acceptable work.", we found it permissible to quote his opinions. In addition, the role of distance education in training such an advanced future primary school teacher will be high. One of the urgent tasks of today is to form the professional competence of the future primary school teacher in the conditions of distance education, to improve his methodical training.

To date, it is necessary to take into account a number of scientific and theoretical factors in training a teacher who meets the requirements of the modern advanced labor market. The main stage in the process of this activity is the competence and competence of the future elementary school teachers as the content of the creative approach.

Khutorskoy A.V. "used" the concepts of "competence" and "competence" as synonyms for each other and shows the difference between them. Competence interprets the acquired knowledge of a pedagogue as a general complex of interrelated characteristics (knowledge, skills, methods of activity), determined for certain defined topics and processes, necessary for the production of qualitative results in relation to them. .

Professional competences directly include special or professional competence, auto-competence, extreme professional competence, potential competence.

Motivational, intellectual-creative, self-improvement, social-communicative, result-final stage is important in improving professional-methodical competence.

The ability to systematically organize the initial stage, adaptive stage, reflexive and active stages of emphasizing the effectiveness of professional competencies serves to develop the professional competence of future teachers.

Himmatallyev D.O. ensures the harmony of professional-methodical competence and competence, shows the stages of professional development of a person, the content of competences, and personal qualities of specialties.

Readiness is considered an integral formation of personality, which includes motivational, emotional-volitional, attitude-behavioral and evaluation components.

The formation of the professional competence of the future elementary school teacher as a result of learning in the conditions of distance education can be carried out only with strict observance of didactic conditions, which are as follows:

1. in the process of developing and implementing an interdisciplinary course in the educational process, providing pedagogical support, and in the process of forming a modern idea about the professional competence of future elementary school teachers, their pedagogical self- providing organizational and methodical support as a willingness and ability to understand;
2. to ensure the integrative nature of the process of forming the professional competence of future primary school teachers.

In our opinion, the development of professional competence is known as:

- self-analysis and understanding of the necessary concepts after gaining professional competence in the conditions of distance education;
- achieve goals through distance learning;
- getting used to showing one's abilities and correcting shortcomings through the educational materials provided for distance education.

In our opinion, the formation of professional competence is carried out in several stages: professional knowledge → professional activity → professional experience.

Today, a future primary school teacher should gain a place in the labor market through professional knowledge → professional activity → professional experience and should have developed a number of professional skills and competencies. It is necessary to determine the directions of acquisition of the skills, existing personal and professional competences of the future primary school teacher based on his existing skills:

1. The knowledge acquired by the teacher is reflected in the following processes of existing professional activity:

- a) the available volume of information received and used from the environment and its complexity;
- b) newness and innovation of acquired knowledge;
- c) the ratio of existing theoretical and practical knowledge to each other.

2. The skills and practical skills of the pedagogue are represented by the following:

- a) the variety of opportunities to fully perform professional activities, the need to be able to choose opportunities to perform specified tasks, and to develop its main path and directions;

3) Available competencies include the following components:

- a) the ability to work independently;
- b) scope of activity.

Based on the above tasks, we believe that the components of the mechanism for developing the professional and methodical competence of future primary school teachers have the following compatibility.

In our opinion, the components of the mechanism for the development of professional-methodical competence of the future elementary school teachers should be systematically developed and serve to improve the existing opportunities.

It is appropriate to divide the components of the mechanism of development of professional-methodical competence of future primary school teachers into 3 groups:

1. Stages of pedagogical development;
2. Selected methods of activity;
3. Content of implementation.

CONCLUSION

Thus, based on the study and analysis of scientific sources, it is possible to come to the following conclusions: methodological competence, which provides the ability to recognize and solve methodological problems of the educational process of primary education teachers during their pedagogical activity, professional competence the main component and comments on the planning of the lesson process were scientifically analyzed. In order to develop their own methodological knowledge, future elementary school teachers will achieve methodological competence by studying the mentioned tasks and using them in practical experience.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On the Concept of Development of the Public Education System until 2030" No. PF-5712. <https://lex.uz/doss/4312785>
2. Resolution No. 287 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 "On measures to organize the activities of the national system for the development of professional qualifications, knowledge and skills in the Republic of Uzbekistan." <https://lex.uz/doss/4814154>
3. Asadov Y.M. An educational paradigm aimed at the formation of competencies in primary education // Collection of theses of the republican scientific and practical conference. -T: 2014. -10 –14 p
4. Daminov O., Tulaev B., Khimmataliev D., Shakov V., Kurbonova Z. (2020). The Role of Sompetense and Sompetent In Preparing Professional Training Teachers For Professional Activity. International

Journal of Advanced Science and Technology, 29(9s), 6338-6349. Retrieved from <http://serss.org/journals/index.php/IJAST/artisle/view/20245>

5. Himmataliyev D.O. The mechanism of professional competence development in future teachers. //Higher education. Tashkent. No. 7 2020. - p. 23.