EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME04 ISSUE03
DOI: https://doi.org/10.55640/eijp-04-03-26 Pages:125-129

RESEARCH COMPETENCE OF FUTURE EDUCATION TEACHERS

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ABOUT ARTICLE

Key words: Education system, cometancy, scientific research activities, different skills, online communication.

Received: 20.03.2024
Accepted: 25.03.2024
Published: 30.03.2024

Abstract: Pedagogic education is considered as a socially and culturally conditioned process of continuous training of a teacher, which is carried out on the basis of basic professional education programs of different time and content, which provide the opportunity for development: culture, history, knowledge in the field of science and system of skills, comprehensive knowledge about man and society, is a certain direction of education. In this article, opinions are expressed about the theoretical and practical foundations of the development of research activity and competence of future pedagogues. Also, there will be discussions on technologies for developing research competence in future teachers.

INTRODUCTION

The basis of the reforms implemented in the higher education system today, scientific and practical changes and innovations is the increase of scientific activity and scientific research activity. Currently, a number of scientific research activities are being carried out on the development of research activities of young personnel during the training process, and this activity is of course of great importance. The practical and academic bachelor's degree is part of a continuing education program. The difference between a practical bachelor and an academic is that the graduate has a specific qualification. The traditions and characteristics of the bachelor were formed in the foreign and domestic system of teacher training. We are mainly talking about international education programs, their special feature is that they are aimed at students who are planning an academic career. It was these programs that contributed to the successful development of higher education in the United States. They include the development of teacher specialization similar to the requirements of teacher training in our country. At the same time, the academic program of teacher training, that is, research activities, should be built as a flexible model, which allows students to transfer to the pedagogical directions of training graduates of any other specialty.

The research activities of future teachers are mainly formed at the master's level. Master's programs for future teachers have two options: practical and research masters. The practical master's degree is designed to prepare the teacher for practical work in the school and includes the designation of the research master's degree. Practical programs are aimed at training a mobile and creative teacher capable of solving constantly updated professional and pedagogical problems and issues. In this regard, teacher training programs should be aimed at solving the following problems:

socialization of the young generation in the context of digitalization of society;

establishing educational relations and organizing communication in accordance with cultural and humanitarian principles;

development of a holistic type of thinking (conceptual);

increase the status of the teacher;

the process of clarifying the role and function of the teacher in education.

However, at all stages and levels of future teacher training, there is a question about the feasibility and meaningful aspects of teaching future teacher scientific research skills. If a number of modern researchers believe that professional and practical competencies are a priority in the training of pedagogical personnel, then in the theories of fundamental teacher training, priority is given to the stable integration of professional pedagogical and research culture.

The purpose of the study was to study the methodological aspects and organizational conditions of the development of research competence in terms of continuous pedagogical education strategies of future teachers. The research methods were as follows: methodological analysis of approaches and strategies of continuous professional training of the teacher, consideration of the level of development of research competence as a component of the professional culture of the teacher. The idea of continuous professional pedagogical education was formed as an evolutionary phenomenon of educational processes and the trends of educational reform until the beginning of 2020s, which can be presented in the following methodological directions:

the tendency to develop the theoretical and methodological bases of the formation of the content of pedagogical education;

at the conceptual level - discussion of the problems of structuring the content of pedagogical education by the pedagogical community;

at the normative and educational-methodical level - development of scientific-based profession and qualification characteristics;

the tendency to form the necessary conditions for the personal-activity direction of the content of pedagogical education;

strengthening the psychological and pedagogical direction of the content of pedagogical education;

Orientation of the content of pedagogical education to the formation of pedagogical culture and skills, development of the future teacher's ability to pedagogical creativity, professional and personal qualities. The current trends in the reform of pedagogical education can be defined as consistent strategies for continuous training of teachers expressed in the following positions:

- the priority of the teacher's academic training, which guarantees the teacher's ability to analyze pedagogical activity at a high level and find an optimal solution to pedagogical problems (this approach also helps to enrich theoretical and practical pedagogy);
- teacher training is considered as an integrated process of synchronous professional and personal development of the teacher (teaching technologies for personal and professional development);
- teaching successful career strategy and planning skills (learning succession planning);

- network format of training and development of distance cooperation culture (online communication technologies, communication learning) [3. pp. 45-52].

Thus, undergraduate and graduate programs are designed to provide two-level training for teachers. The target relationships of this system are as follows: the ability to combine psychological-pedagogical, general cultural, specific scientific knowledge, as well as the ability to apply them in professional activity based on scientific ideas and methodological culture; work with systematic and critical thinking; pedagogical design, modeling and reflection, including psychological, pedagogical and didactic technologies.

The concept of research competence is methodologically related to the categories of educational and research activities and research competence. In terms of different methodological approaches, research competence is considered as follows:

characteristics of the teacher's personality, which determine the possession of the skills and methods of research activities at the technological level to search for professional information for making optimal decisions in problematic situations;

a set of qualities necessary to perform the functions of research activities or the ability to perform targeted research activities, including designing and solving research problems;

a component of a teacher's professional and pedagogical competence, personal and professional characteristics of a teacher who has methodological knowledge and skills, research technologies and models of introducing advanced pedagogical knowledge into the practical field of education;

a set of teacher's skills, which include: the ability to manage scientific information and learn promising teaching technologies;

ability to select and evaluate program options and create author's projects;

study and use of advanced pedagogical experience, as well as use of modern methods of statistics of research data and their analysis.

Educational and research activity of students is the process of acquiring and developing the skills of creative research activity, including independent systematization and analysis of data, writing comments, theses, lectures and messages on the research topic.

Educational research work, unlike scientific research work, is not aimed at solving major methodological problems of science and production, but rather at mastering models of scientific research, developing methods and methods of research activity in a certain field of science. . At the same time, methodological algorithms and approaches to research activities, the logic, structure and procedures of educational and research activities fully meet the general requirements for studying the field of theory and practice of science.

Research competence is an independent component of a teacher's professional skills and helps to develop the following characteristics:

- motivation of the teacher to improve himself in the professional environment;
- the ability to transfer research skills and information to the learning process; acquisition of diagnostic and analytical knowledge and skills;
- methodological, technological and informational preparation.

The analysis of World Skills (life skills) standards made it possible to characterize research competence as a set of teacher skills:

development and application of various diagnostic methods to study the progress of individual and collective educational activities of students;

use of information and communication technologies in the processing of diagnostic and statistical data;

organization and implementation of various formats and stages of research project activities;
providing scientific support for individual and group research and project activities of students[6].
In accordance with the state educational standard, students are provided with scientific-research competence (readiness to use systematic theoretical and practical knowledge to formulate and solve research problems in the field of education) and (ability to manage students' educational and research activities) within their professional competencies. At the same time, the indicators for achieving this competence are as follows:
to know the modern methodology of pedagogical approach, the content and results of scientific research in this field of activity;
based on the results of modern scientific knowledge and pedagogical research, the ability to determine the goals and tasks of designing pedagogical activity based on the conditions of the problematic pedagogical situation;
to acquire the skills of designing current forms of pedagogical activity based on scientific and pedagogical achievements and research.
The pedagogical direction of teacher training courses that ensure the development of scientific-research competence of teachers includes the implementation of the additional professional training program "organization of scientific-research work in education". Competencies are formed within the program. Professional-pedagogical competence is mainly based on four components: orientation to the individual, people, consistent perception of pedagogical events, orientation to the field of science, acquisition of pedagogical technologies. Professional competence of a teacher is characterized by creativity. When talking about the importance of practice as a source of knowledge in the formation of professional competence in a modern educator, it is worth emphasizing the essence of the knowledge process. Based on the above, it can be concluded that it is necessary to systematically study the pedagogical needs, interests, and directions of special importance of students. Also, organizing the teaching process on the basis of ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful and active approach to the development of creativity. Based on the development of students' creativity skills, it is appropriate to pay special attention to the development of their specialized, i.e., pedagogical creativity competence, in which it is appropriate to make extensive use of modern information and communication technologies, innovative strategies, interactive educational methods and technologies.
The study of the level of scientific research competence of students was carried out by two methods: a test survey to determine the level of methodological culture; rating of report research projects according to the category of indicators: relevance of the project, methodological significance, technological application, testing of results, availability of real material, presentation of the project, consistency and availability of data. According to the results of program development, positive trends can be noted: activation of publishing activity of teachers, active participation in scientific-methodical seminars and conferences of the university, expansion of the scope of scientific interest.

CONCLUSION

Thus, the development of the future teacher's scientific-research competence is organized as a continuous process of integrating theoretical and practical training, which implies the direct involvement of teachers in scientific-research work. Forms of student research work are aimed at solving non-standard professional and pedagogical problems and mastering effective methods of educational and scientific research. At the same time, research competence can be considered as a meta-

subject characteristic of a professional teacher, which allows to record a high level of professional skills systematically manifested in methodical, managerial, communicative and innovative competence.

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