



PROBLEMS OF DEVELOPING INNOVATIVE METHODOLOGICAL COMPETENCE OF PRIMARY EDUCATION STUDENTS

Saburov Erkin Gulimbayevich

Teacher of Tashkent University of Humanities, Uzbekistan

ABOUT ARTICLE

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Abstract: This article is based on the fact that the formation of innovative competence of future teachers is an urgent pedagogical problem, and the possibilities and methods of using effective forms and methods of forming innovative competence in future teachers are revealed.

INTRODUCTION

One of the main goals of modern education is to provide quality education in accordance with not only arming each learner with a set of knowledge, but also their interests, inclinations, development and upbringing, forming their active positions in the educational process. Today, it is recommended to classify innovations in the education system as follows: Depending on the direction of activity (in the pedagogical process, management). According to the description of the introduced changes (radical, modified, combined). According to the scope of changes (local, modular, systemic). According to the source of origin (internal or external to this team). The goal of innovation is to get the most out of the money or effort.

DISCUSSION AND RESULTS

It is known that interactive teaching methods are an important means of organizing the interactive teaching process. Interactive teaching methods (IET) is a system of teaching methods based on "subject-subject" relations, organized on the basis of mutual cooperation, based on the needs of the learner to activate cognitive activity. Cooperative action is characterized by the mutual exchange of knowledge, ideas, and means of activity in the educational process, and the presence of tools that allow each student to make a specific contribution to the work process. In this case, the interaction is based on the principles of student activation, group experience, and feedback. Interactive teaching methods differ from traditional teaching methods in that they not only strengthen previously acquired knowledge, but also the process of acquiring new knowledge based on cooperative activities.

Informatization of education sets new requirements for the quality of professional expertise and level of training of primary school teachers. In the context of improving education, the integral indicators of the quality of future teacher training should be considered as professional-specialist competence characterizing the ability to use acquired knowledge and experience in certain situations. The teacher's professional competence includes various structural, including informational parts.

It is known that in the conditions of innovative education, the teacher's information skills clearly determine his professional pedagogical competence. The formation of information skills of the future elementary school teacher implies the development of the main components of his information ability (professionally oriented skills related to the implementation of various information activities) and blocks of special components, this study in their work, they are defined together as special information competence. In this way, the teacher's information competence begins to serve as a decisive factor in increasing the effectiveness of the educational process in primary school.

The scientific basis of the competent approach is given in the works of O. V. Akulova, Y. S. Zair-Bek, I. A. Zimnyaya, V. A. Kozyrev, A. A. Pinsky, N. F. Radionova, M. V. Rijakov, A. P. Tryapitsina, I. D. Frumin, A. V. Khutorsky, S. Y. Shishov and others from the scientists of the Commonwealth of Independent States. In them, the issues of using information technologies in the educational process in the teaching of the computer science course in the theory and methodology of primary education or in the training of future primary school teachers were studied. However, special attention was paid to the development of information competence of future primary school teachers. Undoubtedly, if teachers do not have the ability to search for and choose these information technology software products and do not have the opportunity to use them correctly to solve specific didactic tasks, elementary school teachers the use of new information technologies in primary classes will be useless if they do not have sufficient knowledge in the application of these technologies in the educational process.

We consider it necessary to perform the following tasks in the development of information competence of a primary school teacher:

- modern requirements for the professional training of the future primary school teacher and information skills as one of the most important components of the professional qualification of the teacher, at the same time, to increase the information competence of the future primary school teacher organization of specific goal-oriented processes;
- development in the field of new information technologies, the expansion of their didactic possibilities and their correct orientation in the process of primary education of teachers.

In the process of solving these tasks, approaches to the formation of information competence (management in development) of the future primary school teacher were developed.

The basis for the development of the information competence of the future elementary school teacher: the ideas of humanization and personal development, the concept of developmental and educational teaching, the concept of a personal-active approach to the organization of the teaching process, pedagogical phenomena and its application is a systematic approach to learning.

A teacher needs to be able to analyze his work as well as his colleagues. Without it, development in the profession cannot be achieved. Well. What is the analysis itself? What principles is it based on? In our opinion, when analyzing pedagogical activity, distinguishing all its components, in-depth understanding of their interdependence, are the issues raised by the teacher. it is necessary to feel how well the methods of solving it and the intended goals are compatible. In this case: firstly, we should observe our colleague's lesson from the outside and analyze his performance: secondly, we should analyze our own actions, which are of special importance to us. 50 It is necessary to perform work at a

certain stage in order to master such analysis (analysis) arcs. The first stage is the new ideas of psychological and pedagogical science, the structure of pedagogical activity. its main composition. to get acquainted with its interaction and interaction with other subjects. The second stage is analysis. learning the ways of recording, recording, timing. In the analysis scheme (Analysis scheme) developed by us, it is stated how and in what consistency the activities should be analyzed and what components and interactions between them can be seen.

Analyzing (analyzing) the teacher's own pedagogical activity based on sequence. Pedagogical tasks: - What specific tasks are assigned to the lesson (topic):

- a) developing;
- b) educator;
- d) trainer.

What general task are they part of? - Are all assignments completed in the lesson? - Do the tasks change during the lesson? If it has changed, why? Pedagogical tools and methods: - Are the characteristics of this class and individual students taken into account:

- a) level of their mental and psychic growth;
- b) potential opportunities;
- d) level of knowledge of science;
- e) emotional states and preparation for the lesson;
- f) How was it accounted for?

If not, why not? - What was the teacher's desire to work with this class? What about the level of preparation for the lesson? - What methods and ways were used to prepare for the lesson? What is the distribution of time in class? Is it fit for purpose? Was additional material used to solve pedagogical issues? For what purpose? Did it have a positive outcome?

Thus, we came to the conclusion that it is necessary to form the qualification of the future primary school teacher to use new information technologies correctly in his professional activity.

The analysis of the above points about the development of the professional competence of the future primary school teacher based on an innovative approach allows us to identify the following main features:

- first, professional competence is the innovative and educational activity of teachers and is an indicator of the quality of pedagogical activity;
- secondly, the development of professional competence is not only final, but also a process of transformation of teachers and students based on an innovative approach in the educational process;
- thirdly, the development of professional competence affects the process of forming the teacher's thinking.

In this regard, there is a need to accelerate the educational process (students cannot master the complex content), to form skills in a goal-oriented manner, to use an approach and professional methods that allow to show activity and initiative.

This is explained by educational issues, content of educational material mastered by students, their age and characteristics, and material and technical base. it is necessary to use different methods, but it is necessary to take into account their orientation to the goal. No method can be basic and universal. At the same time, it is inappropriate to use methods that have not been sufficiently tested in practice.

This approach is a new innovative approach to the educational process, its effectiveness is ensured by the appropriate use of a set of teaching methods that ensure the continuity of theoretical and practical

independence. That is, it was used in the practical training of bachelor courses. When introducing the profession, the list of topics in the calendar thematic plan of the subject of professional competence is written in a sequence in the horizontal cells of the table. The names of interactive methods are written in the vertical cells. When planning the educational process, the teacher chooses a method suitable for the topic, puts a "+" sign in the box where the topic and the method intersect, and organizes the lesson using these specified methods.

It serves to illuminate the purpose of the selected methods, with the help of which the ways of mastering the content are expressed, the interaction of the teacher and students and their characteristics are reflected.

As we know, the form of group and individual teaching is historically formed and developing. Each teacher should include these forms in the course of the lesson. Teaching in the form of individual teaching is understood as individual teaching of each recipient depending on his personal pace, work experience and ability in mastering the educational material.

Working in pairs - taking into account the characteristics of the audience of the study group, the teacher forms pairs and assigns them tasks, and after students solve the tasks, a presentation is held. Debates will be held during the presentation. This organizational form can be used in practical training.

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