

CONTENT AND PEDAGOGICAL DIRECTIONS IN THE FORMATION OF METHODOLOGICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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Abstract:

the article discusses the methods of teacher competence, but also his problems and their solutions. In which the last hour the teacher's competence appears as the most important and pressing task. Social experience is also analyzed, but despite this it includes the reconstruction sphere in education. At the same time, the opinions of great scientists were considered, their methods and views.

Keywords: *competence, relevance, development, task, methods, solution.*

In our scientific study of the methodological competencies of primary school teachers, all points such as content, forms and methods, reflecting the methodological competence of a children's primary school teacher, were considered in the educational process. With these capabilities, the goal was initially considered.

The purpose of this material was to theoretically form and implement a pedagogical model of the methodological competence of a children's primary school teacher. And teachers, in their own time, study and analyze scientific data and literature on the subject and determine means and methods for increasing the methodological competence of primary school teachers. At the same time, a pedagogical model is being developed to improve the methodological competence of future teachers. Of course, in order to improve the methodological competencies of primary school teachers, they must first undergo experimental training for preparation.

Today, large-scale changes and transformations are taking place in the area of rapid technology. As a result of these changes, many innovations have emerged in the field of education, especially in pedagogy. At the same time, the development of professional and methodological competencies of teachers in the education system remains a pressing issue. Despite this, we all know that in education the teacher's competence plays a major role and meaning, because the teacher is the main person in the life of the students who will build the foundations.

In the formation of competence, if the work of a university teacher is well designed, then with this we can say that it is well formulated. As we can see, mass practice is in the middle stage of orientation in the formation of professional competence and includes a particular type. When analyzing the practical training of primary school teachers in pedagogical universities and in the formation of professional competence, it was possible to identify several rows of contradictions, and also identified priority areas that should be reflected in particular. But based on the characteristics of the professional activities of primary school teachers, we can say that this is didactic and methodological competence.

The results of our professional competencies are determined taking into account the needs for the development of educational traditions necessary in the process of training in a senior pedagogical educational institution. This is implemented by determining the methodological competence of primary school teachers, determining their compliance with the requirements and researching their structure.

The features of our topic are pedagogical directions in the formation of methodological competencies of primary school teachers. It was the methodology of teacher competence that was studied by great scientists such as I. Zimnyaya, A. Karabaeva, N. Muslimov, Sh. Sharipov, A. Khalikov, Z. Kurbaniyazova. They viewed the methodology of this topic as a global topic. Of course, the formation of a methodology for the competence of primary school teachers plays a major role in our lives, because of this they considered all the nuances of this topic.

And also among them were the great scientific thinkers of the East in Central Asia, their analysis gave us great attention to the education of children, enlightenment, morality, and the role of teachers is great in this. A clear proof of our scientific heritage methods. Analysis of scientific and theoretical literature, observations, questionnaires, surveys, collection of previous experience, analysis, washing, analysis and clarification of experimental material. All this gave us an idea of the competence of primary school teachers.

Competence - comes from the Latin word "compete", which means ability, an attitude that allows one to improve, determine the level of education or educational services, select and use methods and means in accordance with the goal.

What we want to say with this is that in the last decade many great scientists have studied precisely the methodology of teacher competence, as well as the word competence itself. Because the methodology of competence is so developed that it is impossible to count. For example, the best thing we know is didactic competence; it itself is also widely distributed among itself. With this, it proves that competence plays a major role in the life of every teacher in the scientific field.

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