

THE CONTENT OF THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF PRIMARY SCHOOL TEACHERS IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

Nurmatova Shalolaxon

Tashkent Region National Center For Teaching Educators To New Methodologies, Uzbekistan

ABSTRACT: This article presents the features of primary school teachers in the development of methodological competence in the process of continuous professional development.

KEYWORDS: Personal competence, design, constructive, communicativeness, methodological competence.

INTRODUCTION

In recent years, in our country, as in the whole world, the basis of the professional development of every country and humanity as a whole is the person himself, his moral position, activity of a multifaceted nature, culture, education, professional skills, reality are increasingly recognized.

1. We have defined methodological training and professional competence in our research work as a phenomenon that combines theoretical knowledge, practical skills, personal qualities that have been tested in experience and are professionally important, the components are as follows:
2. Means that the teacher has theoretical knowledge and skills based on the disciplines that provide professional activity;
3. Professional activity, practical component, which is accumulated during labor activity, refers to professional knowledge and skills, which allows us to see the labor process as a whole, analyze a certain professional situation, predict its development under different conditions the most effective solution, has a clear, correct, economic, not only momentary effect, but also to find out from many options, taking into account the social and moral aspects In addition, it is a high-level professional attitude that determines the creative approach to work and responsibility for actions;
4. Professional and personal component that determines the professional and moral position of the teacher.

To qualitatively carry out this task, the introduction of research results, modern pedagogical technologies, techniques and technologies into the educational system, which implies the expansion of continuous professional development through independent reading and learning, is one of the important tasks. From this, during our scientific research, we aimed to develop methodological training of teachers in the process of continuous professional development.

It is important that the system of professional development introduces educators to the essence of the processes of fundamental reforms and modernization carried out in the educational system, provides that it is an educational institution that promotes innovations in education, that this institution initially introduces innovations, organizes the educational process on the basis of an innovative approach. Applied innovation to pedagogical processes in professional development institutions means an innovation in the purpose, content, forms and methods of education, the organization of joint activities of educators and listeners.

From this, we explain the importance of developing the methodological training of primary school teachers by:

- the interruption in theoretical knowledge and practical training on the organization of the training process in general educational institutions is easily eliminated;
- an opportunity is created to comprehensively master the knowledge, skills and qualifications that will be given, which, in turn, will help to improve the pedagogical skills of the teacher;
- allows you to clarify the goals and objectives of educational subjects in general educational institutions in accordance with the pedagogical purpose;
- it is intended to rationally organize the content of Education, which can satisfy the pedagogical need;
- conditions are created for the formation of methodological skills and competencies;
- the way in which he feels and realizes his identity as a modern teacher opens up;
- increased attention to independent education and self-education;
- has a positive effect on increasing motivation regarding the profession;
- learns to control himself and correct his shortcomings.
- Teachers as the most generalized description of the activities of teachers the content of methodological works is the component of professional-pedagogical culture: general cultural training of teachers; methodological culture; research culture; professional-moral culture; educational culture; diagnostic culture; purposeful determination through management culture.
- The content of methodological works on the formation of a professional-pedagogical culture in each direction is clarified and can be the subject of study for a long time. The participation of teachers in methodological, innovative activities contributes to the formation of the pedagogical system, the formation of the method and potential of individual pedagogical activity as a final result. The organization of methodological work can be sharply differentiated in accordance with the type of school and its location, etc.

The existing situation, problems and contradictions in the development of methodological competence in primary school teachers made it possible to determine the peculiarities of the methodological training of primary school teachers. The analysis of existing trajectory and scientific sources made it possible to define the peculiarities of the development of methodological competence in primary school teachers as follows:

1. The definition of a single basis for the formation of scientific concepts from various fields of science (implementation of an integrative approach in the preparation of teachers for a profession).
2. Competency-oriented approach based on the development of methodological competence of primary school teachers.
3. Knowledge of the psychological and physiological characteristics inherent in the growth and development of children (implementation of education in the framework of an individual-oriented approach based on the principle of succession).
4. Knowledge of the Psychological Laws of the process of mastering knowledge, didactic and methodological principles in teaching elementary students.
5. The use of various pedagogical technologies in the educational process, for example, ICT (information and communication technologies).
6. The student's regular pursuit of independent knowledge, self-development and improvement.
7. The implementation of research activities, etc.

In conclusion, we can say that the purpose of the formation of methodological competence in primary school teachers is to develop the student's self-awareness, assessment and management in the process of professional and personal development.

The development of methodological competence of a primary school teacher – a person who ensures the successful solution of pedagogical and problem situations arising in the development of Education, characterizes motivational qualities, intellectual potential, volitional qualities, practical skills, emotional qualities, self-management qualities, and is important in the independent knowledge and self - development of the owner of the profession.

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