



DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A FUTURE PRIMARY TEACHER THROUGH INCORPORATED APPROACHES

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ABSTRACT

This article is currently being widely discussed about the incorporation of primary education. This concept is characterized by the perception of the world around a young schoolchild as a whole, not by the names of natural sciences, Russian, mathematics, reading literacy and other academic subjects, but by the interest in the variety of sounds, colors, sizes of objects in the world around him. One of the methods that significantly affects the growth of a teacher's pedagogical skills, his qualification, pedagogical abilities, and pedagogical competence is the improvement of continuous professional education. This article discusses professional competencies, methodological competence, its components, the tasks of methodological competence and how this competence can be formed in primary school teachers.

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KEYWORDS

lesson, technology, object, education system, educational foundation, information, competence, primary school, education, methodology, competence, professional competence, methodological competence, method, tool, qualification, activity criterion.

РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ НА ОСНОВЕ ИНКОРПОРИРОВАННЫХ ПОДХОДОВ

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АННОТАЦИЯ

В настоящей статье широко обсуждается тема инкорпорации начального образования. Данная концепция характеризуется восприятием окружающего мира младшим школьником как целостного целого, а не называнием естественных наук, русского языка, математики, грамотности чтения и других учебных предметов, а интересом к многообразию звуков, красок, размеров предметов окружающего мира. Одним из методов, существенно влияющих на рост педагогического мастерства учителя, его квалификации, педагогических способностей и педагогической компетентности, является совершенствование непрерывного профессионального образования. В статье рассматриваются профессиональные компетенции, методическая компетентность, ее компоненты, задачи методической компетентности и пути формирования этой компетентности у учителей начальных классов.



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Abstract. This article is currently being widely discussed about the incorporation of primary education. This concept is characterized by the perception of the world around a young schoolchild as a whole, not by the names of natural sciences, Russian, mathematics, reading literacy and other academic subjects, but by the interest in the variety of sounds, colors, sizes of objects in the world around him. One of the methods that significantly affects the growth of a teacher's pedagogical skills, his qualifications, pedagogical abilities, and pedagogical competence is the improvement of continuous professional education. This article discusses professional competencies, methodological competence, its components, the tasks of methodological competence and how this competence can be formed in primary school teachers.

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РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ НА ОСНОВЕ ИНКОРПОРИРОВАННЫХ ПОДХОДОВ

Аннотация. В настоящее время широко обсуждается статья об инкорпорации начального образования. Данная концепция характеризуется восприятием окружающего мира младшим школьником как целостного целого, не по названиям естественных наук, русского языка, математики, грамотности чтения и других учебных предметов, а интересом к многообразию звуков, цветов, размеров предметов окружающего мира.

Одним из методов, существенно влияющих на рост педагогического мастерства учителя, его квалификации, педагогических способностей, педагогической компетентности, является совершенствование непрерывного профессионального образования. В статье рассматриваются профессиональные компетенции, методическая компетентность, ее компоненты, задачи методической компетентности и пути формирования этой компетентности у учителей начальных классов.

Ключевые слова: урок, технология, объект, система образования, образовательная основа, информация, компетентность, начальная школа, образование, методика, компетентность, профессиональная компетентность, методическая компетентность, метод, инструмент, квалификация, критерий деятельности.

Introduction. Incorporation is an interdisciplinary connection. The foundations of interdisciplinary connection arose from the need to fully demonstrate and explain nature in textbooks. K.D.Ushensky had a great influence on the development of the theory of interdisciplinary connection. Kh.V.Stoyunin, N.F.Bunakov, V.I.Vodovozov and other educators worked effectively on the development of this methodology. The importance of interdisciplinary communication and integration in teaching and upbringing in schools is considered by many pedagogical scientists. In primary grades, good results are achieved even if the lessons of the native language, reading, mathematics, technology are incorporated. In this case, the student understands the lesson well.

In a context where the methodological competence of future primary school teachers is constantly changing in our country, it is important to study advanced foreign experiences and develop a technology and didactic basis for developing their methodological competence in a higher educational institution, to improve pedagogical conditions, content and structure, criteria for improvement and levels of formation, form, method, means, model, and the effectiveness of teaching quality, as well as to develop theoretical and practical foundations for developing methodological competence in future primary school teachers in a higher pedagogical educational institution.

The main part. Today, it is the task of every teacher to educate students who have sufficient knowledge and can apply their knowledge in practice, who can independently express their opinion on each topic, and who have a sufficient information reserve. The advantage of information and communication technologies is that they teach students to think independently, expand their worldview, listen and observe, strive and search, develop thinking, and work independently on themselves. The teacher and the student work together. Today, students, in addition to having sufficient knowledge, must also be able to apply it in practice. If the level of readiness for independent work with books, textbooks and other literature on the basis of the differentiation of the primary school class and the active formation of interests at the junior school age require, then some general concepts that are the objects of study of various subjects can be deepened, clarified and expanded, as the basis for integration. The main goal of integrating education is to form a good idea of nature and society in the primary grades and to direct them to express their attitude to the laws of their development.

Therefore, it is important for a primary school student to see a subject or event from several angles. Teaching intra- and inter-subject relationships in mastering basic subjects and understanding the laws of everything in the world is the methodological basis of the approach to integrating education. This can be achieved by repeatedly returning to the concepts of different lessons, deepening and enriching them, and identifying important signs that are understandable to this age. Thus, any lesson that is well-formed, has a structured and conducted order, and includes a group of concepts related to this subject can be taken as the basis for integration. The formation of various types of thinking skills in primary school students is the basis of integration. Establishing intra- and inter-subject connections in mastering basic sciences and understanding the laws of everything in the world is the methodological basis of the approach to integrating education. This can be achieved by repeatedly returning to the concepts of different lessons, deepening and enriching them, and identifying important signs that are understandable to this age. Thus, any lesson that includes a group of concepts related to this subject can be taken as the basis for integration. Today, the requirements arising from the development of science and enormous changes in production pose new challenges to school education. We also see this in the resolutions and decrees of our esteemed President Sh.M. Mirziyoyev on education. The task of the teacher himself, which was also reflected in the “4th direction of the Action Strategy” adopted on February 7, 2017, is carried out by the teacher himself. He teaches students technology, arithmetic, writing, nature and many basic concepts. He does this work to the best of his ability. In the primary school, it is appropriate to see integration as a combination of disciplines that are relatively close to each other. At the next stages of education, he tries to combine the boundaries of the main disciplines.

It is necessary to take into account the presence of positive and negative factors in the integration of primary education. These factors determine the methods of integration. According to our scientists, integration is one of the didactic principles and occupies a leading place among them. Such a concept creates the need to once again consider the issue of integration in the education system, the issue of intersubject continuity and connection. The introduction of integration into the education system is one of the main tools for solving educational and upbringing tasks between the school and the community. Integrated lessons teach children to naturally understand the unity of the worldview, the continuity of events. Integration is the convergence and interconnection of disciplines during the differential process. The integration process is a stage of new, high-quality interconnection of disciplines, which manifests itself in a higher form. It should be noted that the foundations of the integration process are based on ancient folk pedagogy and scientific pedagogy.

Competence is a set of interdependent qualities of a person (knowledge, abilities, skills, methods of activity) established in relation to a certain range of objects and processes, necessary for qualitative and effective action in relation to them. Competence is the possession of the appropriate competence by a person, his possession of it, including his personal attitude and subject of activity. Competence is the ability to be competent, to mobilize the acquired knowledge and experience in a given situation. Professionalism is the achievement of high standards in the implementation of several aspects of pedagogical work (activity, communication, personality of the teacher). Professionalism is understood as a special property of people to systematically, efficiently and confidently perform complex activities in various conditions. To possess professional skills, you need the appropriate abilities, desire and character, a willingness to constantly learn and improve your skills. A necessary component of a person's professionalism is professional competence. The professional competence of a teacher is a multifactorial phenomenon, which includes the system of theoretical knowledge of the teacher and the methods of applying them in specific pedagogical situations, the value orientations of the teacher, as well as integral indicators of his culture.

A competent teacher combines a high level of professional, pedagogical, psychological and social qualities. Thus, the professional competence of a teacher is a combination of professional (special, methodological, psychological and pedagogical training), creativity (creativity of relationships, the educational process itself, the appropriate use of tools, techniques, teaching methods) and artistry (acting and oratory). Today, it is becoming clear that it is not possible to "assemble" a qualified specialist from a simple set of knowledge. A new image of a teacher has emerged: a researcher, a teacher, a consultant, a project manager.

Therefore, teachers need to improve their professional competence from year to year, lesson by lesson.

Discussions and results. Incorporation of related subjects in the educational process accelerates the reception of information generated in the student's mind and imagination. As a result, the ability to assimilate new information, logically understand it, and discuss it intellectually expands. If this method is used in the oral presentation of a new topic in the form of lectures, not only will students be actively engaged in learning, but they will also develop a sense of interest. Technology lessons can be linked to all subjects taught at school. In practice, labor education lessons are more often linked to subjects such as drawing, fine arts, mathematics, physics, native language and literature, basics of computer science, chemistry, history, physical education, biology, and geography.

Conclusion. One of the leading principles determining the prosperity of the nation and the perfection of humanity is education and upbringing.

In today's developing society, special attention is paid to reforms aimed at radically improving school education, increasing its efficiency, and creating conditions worthy of teachers. One of the pressing issues is the formation of skills, qualifications, and competencies at a high level, along with improving the quality of knowledge in students. It is important to view the student as a subject of the process, to enter into the process with them by deeply analyzing each of their problems and opportunities. The role of the teacher in educating a student who can adequately meet world standards is incomparable. Today, in the process of implementing the requirements of the era, the training of highly qualified pedagogical personnel is put on the agenda as an important problem. Therefore, based on these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, and experts in various fields is an urgent problem. Among the conditions for the development of a new model of personality recognized by the law, its development into a person with deep knowledge, and its perfection, psychology's own methods and rules seem to be insufficient in applying the teacher's professional and methodological competence to educational and upbringing processes.

Accordingly, it is necessary to study, starting from the development trends in the younger generation's educational periods, the assimilation of new teaching technologies by the learner and how they affect his mental and intellectual abilities, and to combine the methods of psychology with didactic methods. For this, a future teacher is required to have a high level of methodological competence, especially socio-psychological competence related to the ability to correctly assess the psychology of the learner and the educator in different conditions. The integration of technology with other disciplines provides educational opportunities that were not possible a few years ago. Technology has the potential to create interactive and engaging learning experiences that provide students with a deeper understanding of a variety of subjects.

Teachers should embrace technology in their lesson plans and strive to learn the latest developments in educational technology. By recognizing the potential of technology, teachers can create an environment that encourages student engagement, resulting in improved learning outcomes. Technology has fundamentally changed the way we approach learning and has provided students and teachers with tools to make learning more engaging and effective. Integrating technology with other subjects helps students develop creativity, critical thinking skills, and teamwork. It offers a more interactive and personalized learning experience and prepares students for an increasingly technological world. Therefore, teachers need to continue to incorporate technology into their lesson plans to prepare students for future success.

In conclusion, it should be noted that in order to organize the quality of the educational process at a high level, it is necessary, first of all, to develop the professional competence of primary school teachers.

Indeed, the initial knowledge acquired by students serves as the basis for all knowledge at subsequent stages. Initial knowledge plays an important role not only in the formation of a student's place in school, but also in the formation of a person with his own place in society.

Therefore, improving the professional competence of future primary school teachers should become a priority task. If we give recommendations that serve to implement this process: develop methodological manuals and textbooks that will serve to increase the professional competence of future primary school teachers; create all the necessary conditions and amenities for future primary school teachers; develop a system of methods, techniques and tasks that will help develop professional competence; In organizing the process, while ensuring the harmony of theory and practice, greater attention should be paid to aspects that develop methodological, pedagogical, psychological, personal, innovative, and communicative competencies.

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