



METHODS OF COMPETENCE FORMATION IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

This article describes in detail the methods of formation of competence in future primary school teachers, the cognitive component of the teacher's methodological competence, the development of methodological competence and modern requirements for the activities of specialists in various fields.

Keywords: competence, cognitive content, methodical competence, indicator, reflexive.

Introduction

Research conducted by the world's leading higher education institutions and research centers on innovative training of future specialists, implementation of modern education at the international level pays special attention to the criteria of professionalism of future teachers, the creation of an innovative educational environment and the implementation of international educational standards[6].

Research aimed at expanding its content on the basis of indicators such as motivation, cognitive, operational, reflexive and self-assessment of the successful use of modern information and pedagogical technologies in the educational process plays an important role[7].

One of the ways in which a teacher's pedagogical skills have a significant impact on the development of his / her skills, pedagogical abilities and pedagogical competence is to improve his / her continuous professional education skills.

Relevance of the Topic

The cognitive component of a teacher's methodological competence includes the teacher's knowledge of the scope of methodological knowledge and the importance and significance of this knowledge for both himself and his professional development. and the possibility of modifying them based on their expected, planned outcomes. The basis of a teacher's social and personal competence is the personal qualities required in his / her methodological activity and necessary for effective and active interaction with the society[15].





The study of researchers' research can lead to a number of tasks of the concept of methodological competence: acmeological, innovative, evaluative, integral, stimulating, managerial, reflexive. The methodological competence of the teacher can be considered as a result of the self-development of the subject of the educational process, the enrichment of the teacher's personality with new professional qualities that raise him to a higher level of professionalism[9]. The process of forming a teacher's high level of methodological skills is related to the elimination of existing negative stereotypes in the teacher's professional activity, the formation of thinking and analytical skills that allow students to delve deeper into the essence of the teaching process[8].

In the context of the development of modern education, it is important for the teacher to understand the importance and necessity of innovative processes in the school, to know innovative teaching technologies and how to implement them in the learning process[5].

Competence is a set of modern requirements for the activities of specialists in various fields, the history of which is based on the theory of management, the unconditional assurance of its effectiveness on the basis of adequate and complete management of the work process, management practice, senior and lower staff. The main tasks of socio-cultural competence include adaptation, social orientation, and the combination of personal and social experiences[14].

The level of a person's socio-cultural competence is important in the process of establishing interpersonal relationships and activities. At the same time, according to psychologists, the formation of the level of social competence in people plays a special role in the process of adaptation to the new social conditions of globalization[10].

The development of methodological competence is directly related to the changes in its activities, motives, goals, the use of new tools and methods, methods and programs of activities. As a result of various pedagogical changes, the teacher's methodological skills are formed[4-15]. A teacher with pedagogical skills is a teacher who is able to overcome the difficulties of upbringing, to understand the peculiarities of the younger generation, to feel their feelings, to be sensitive and vulnerable, to see and skillfully approach various difficulties in the child's life, knowledge and creativity. is a person with a deep scientific mindset.

Conclusion

Thus, based on the study and analysis of scientific sources, the following conclusions can be drawn: Methodological competence, which provides the ability of teachers to





recognize and solve methodological problems that arise during their pedagogical activity, is a key component of professional competence[4].

The methodological competence of the teacher has its own components and on the basis of them serves as a basis for the development of the existing methodological competence of the teacher throughout his / her activity. Prospective primary school teachers achieve this by studying the tasks of methodological competence and applying them in practice in order to develop their methodological knowledge.

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