



"Community Education, Psychology and Social Studies"

Future Primary Class of Teachers Professional-Methodical Components of Competence

Nurillaev Samad Safarovich

Assistant of Uzbekistan-Finland Pedagogical Institute

Abstract. This article describes the components of the system of development of professional-methodical competence of the future elementary school teacher. In this, the opinions and opinions of several scientists about the components of competence are studied.

Key words: competence, cognitive, component, motivational environment, analytical, intellectual, design, organizational, creative, constructive, communicative, diagnostic, reflexive, constructive.

Therefore, the course "Mathematics teaching theory and methodology" is designed to manage the development of an appropriate methodical system for training future primary school teachers at the Pedagogical Higher Education Institution, i.e. to *act as a system-developing factor in the development of the professional-methodical competence of the future primary school teacher*, and to guarantee the achievement of a sufficiently high level of its development. the learning process of the course must be built taking into account the requirements for the design and construction of pedagogical technology.

The identified, established methodological and theoretical conditions for solving the problem of developing the professional-methodical competence of the future primary school teacher at the Pedagogical Higher Education Institution and the noted features of the design of the pedagogical technology *allowed us to express the following requirements for the design of the technology for the development of the professional-methodical competence of the future primary school teacher:*

I. The system of developing the professional-methodical competence of *the future primary school teacher* should be a sub-system of the methodological system of teaching students of pedagogic OTM, it should have the same structure, that is, the goals, content and features include.

(Figure 1).

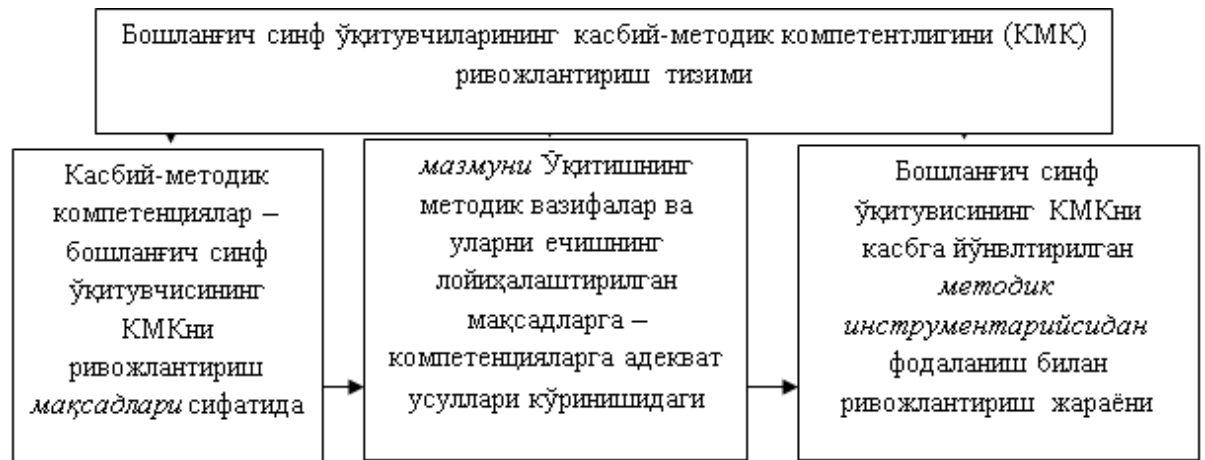


Figure 1. *Components of the system of development of professional-methodical competence of the future elementary school teacher*

As proved above, this system can be applied within the course "Mathematics teaching theory and methodology".

II. *In accordance with the rule on the integration/combination of the concepts of competence -based and technological approaches to teaching, the learning objectives of the "Theory and Methodology of Mathematics Teaching" course should be:*

1) *professional-methodical competencies corresponding to the main types of educational-methodical activity of the future primary-grade teacher (V.A. Dalinger) and to be combined into three groups according to the structure of professional competence (according to V.D. Shadrikov) :*

- a) professional-methodical knowledge;
- b) professional-methodical skills;
- c) professionally important personal qualities;

2) *according to the technology of the activity-based approach to teaching mathematics (O.B. Episheva et al.) , it is given in the form of an activity;*

3) *levels of development of the professional-methodical competence of the future primary school teacher :*

4) *It is necessary to specify in the sections of the course "Theory and Methodology of Teaching Mathematics" and to describe in detail the specific topics of these sections.*

III. *According to the concept of an activity-based approach to teaching, the content of the process of developing professional-methodical competence of future primary school teachers should be as follows:*

1) *it must be expressed in the form of activity, i.e. it must be presented in the form of educational-methodical tasks (O'MV) that correspond to the designed educational goals ;*

2) *it is necessary to include educational-methodical tasks (O'MV) to solve the main types of*

educational-methodical tasks.

IV. *According to the technology of the activity-based approach to teaching, the stages of development of the professional-methodical competence (KMK) of the future primary school teacher and the levels of his development should be correlated with the development stages of the educational-methodical activity (O'MF) used to perform multi-level educational-methodical tasks (comparison with the stages of development)*

It should be noted that the fourth level of development of the professional-methodical competence of the future elementary school teacher (*methodical culture*) is achieved by the specialist directly in the process of professional-methodical activity at the school, therefore, as a rule, students cannot reach it when they study the course "Theory and Methodology of Teaching Mathematics" and after that we will not consider this issue.

theoretical rules of the technology of the activity-based approach to teaching mathematics and the theory and methodology of teaching mathematics, in the course "Theory and Methodology of Teaching Mathematics", it is necessary to organize the following tools/instrumentation for the development of the professional-methodical competence of the future teacher using educational-methodical activity methods :

a) *solving/fulfilling educational-methodical tasks;*

b) *to solve them, depending on the stage of the educational process, create educational-methodical situations with the help of active profession-oriented methods of education ;*

of specially developed training manuals as teaching tools aimed at developing the professional-methodical competence of students with the help of educational-methodical tasks, the content of which is expressed in educational-methodical tasks of different levels .

VI. According to the activity-based approach to teaching, monitoring and evaluating the level of development of students' professional-methodical competence and methods of educational-methodical activity are three: introductory, current, final, and four (zero, first, second) of the development of the professional-methodical competence of the future primary school teacher at the third) level; fourth - it must be done excluding the level of methodical culture.

Thus, we substantiated the role of the "Theory and Methodology of Mathematics Teaching" course in the development of the professional-methodical competence of the future primary school teacher, identified the features of the organization of his learning, and justified the requirements for the design of the technology for the development of professional-methodical competence.

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