

## Formation of Didactic and Methodological Competence of the Future Primary School Teacher

**Tajbenova D. K**

2nd year Master's student, Nukus State Pedagogical Institute named after Azhiniyaz  
(Nukus, Republic of Karakalpakstan)

**ABSTRACT:** This article discusses all the methods of teachers' competence, but also the problems of solving them. Which in recent years, the competence of teachers are the most important and urgent tasks with the fact that social experiences will be formed, but with the same includes the reconstruction of the spheres of educational service, including all the possibilities and a variety of innovative school.

But even with this, the author's pedagogical systems, at the beginning of the corners, become pedagogical design and technology of the educational process and with this they increase in the level of the society's request to specialists.

**KEYWORDS:** competence methods, education, science, innovative development, views of great scientists.

The object of research is the professional training of teachers in a pedagogical university.

The purpose of the research is scientific substantiation of the processes of formation of didactic and methodological competence of future primary school teachers.

The special influence is emphasized on the awareness and organization in the training of future teachers in universities and in its formation as the competence of specialists, the professionals turned out to be the paradigm shift in education from traditional to personal oriented were considered by great scientists such as: E.V. Bondarevskaya, V.I. Danilchuk, V.V. Zaitsev, I.A. Kolesnikova, V.M. Monakhov, A.M. Saranov, K. K. Sergeev, V. V. Serikov, V.T. Fomenko, E.N. Shiyanov, I. S. Yakimanskaya and others.

But with the same they considered educational standards, which recorded the needs of modern schools for erudite, free and critical thinking teachers, including those who possess a system of psychologists with pedagogical and methodological knowledge and skills to work with a different typological group of children, but despite this, teachers should be ready for search and research work. it can be capable of designing both educational processes and its own professional and personal formation.

As well as the need for scientific justification in the formation of private and professional competence of teachers are determined by the following factors:

- leading trends in the development of higher pedagogical education, the formation of unified educational spaces of the world;
- demand for new types of cultural and educational services in the development of the network of innovative educational institutions;

- the inertia of modern systems of pedagogical education and its commitment to the preparation of "the same " in that teachers do not take into account specialization in particular.

Prerequisites for the formation of the competence of future teachers are formed when designing the content of education. Preferring all the research confirms that it is the content of theoretical training in universities that competence is formed and the foundations for its further professional self-improvement are laid. For example, students at the Faculty of INR are perceived as a position of theoretical training and there is not even an idea of the role and place of pedagogical practice in the growth of their own quality.

In our analysis of the lesson and pedagogical practice, it was possible to establish that 67 percent of the future teacher makes competent decisions in works with a pure theoretical task and only 32.4 percent refers to the application of knowledge during pedagogical practice. The limitations of the field, students can make all the decisions themselves, in the negative their professional competence is revealed.

In some professional areas, the competence of a large part is clearly manifested in practice-oriented educational and pedagogical situations. In our use of the inclusion of a future primary school teacher in the processes of solving an educational pedagogical task, 42 percent of students are shown, students refuse to solve a pedagogical task in special situations. During practice, students move away from the right decision and all shift these decisions to the teacher. The remaining 56 percent of students in the MNO think that didactic competence is a competence that manifests itself in the field of theoretical knowledge, and methodological is a competence that is given and taught to teachers by masters.

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

The phenomenology of professional pedagogical competence was considered by great scientists such as: V.A. Adolf, E.V. Bondareeskoy, N.V. Kuzmina, O.N. Shiyan and others. At the same time, the lack of knowledge in science is becoming more and more clear, including the regularity of the formation of didactic and methodological competence. In those times, their theoretical models were not developed, but with this insufficiency, the integration of trends in systems for training future specialists was studied.

Due to the prevailing circumstances, the contradiction between:

- 1) the increased demands of people's social orders for primary school teachers and the unwillingness of most of them to meet the same expectations;
- 2) the need for primary school teachers to be competent in didactic and methodological areas and the lack of elaboration of issues in the formation of appropriate competence;
- 3) knowledge of the conditions in the formation of professional competence and the lack of validity in the regularity of patronage in the right process in the condition of pedagogical education technology;
- 4) proclamation of democratic transformation in education and with the inability of primary school teachers implemented innovative components in professional activities in practice;
- 5) the focus of many pedagogical universities on building holistic systems in the training of professional competence of specialists and the lack of ability to design processes for the formation of their own kind of competence depending on the educational directions.

These contradictions are explained in the insufficiency of the problems of choosing particular types of competence developed in pedagogical education, depending on the specification in the explanations of subjects and the construction of technologies for its design. But with this account of the contradictions and the problems that arose, the choice of topics in the studies was made, with which they were formulated as follows: "The formation of didactic and methodological competence of future teachers in the primary class."

**Systems of the method were used in the study:**

- 1) theoretical (analyses of philosophical, psychological, pedagogical and methodological literature; analyses of premature dissertation research; modeling; synthesis of empirical materials; generalization of pedagogical experiences of teachers in practice);
- 2) empirical (observations, questionnaires, interviews, test assignment, ranking, expert evaluation method;
- 3) experiments (ascertaining and forming); measurement methods and mathematical processing of experimental data obtained in the course of research, their systematic and qualitative analyses; graphical interpretation; description and fixation of the research result.

With this I want to say that somehow there would be no teaching the role of the teacher plays a major role in every education. And each structure of education in its own way has an urgent task and problem in which the technological formation of didactic and methodological competence of future teachers is being developed.

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