



## **A CONCEPTUAL APPROACH TO THE DEVELOPMENT OF THE DIDACTIC-METHODICAL COMPETENCE OF THE FUTURE PRIMARY SCHOOL TEACHER**

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<b>Received:</b> 11 <sup>th</sup> February 2023 <b>Accepted:</b> 11 <sup>th</sup> March 2023 <b>Published:</b> 17 <sup>th</sup> April 2023	This article contains necessary information for students of higher educational institutions and teachers of primary education. This article discusses conceptual approaches to the development of the didactic-methodical competence of the future primary school teacher
<b>Keywords:</b> educational system, psychological and pedagogical sciences, complex science, teaching technologies, profession, understanding.	

Improving the training of specialists before the higher pedagogical OTM in the exchange of traditional individual-oriented educational paradigms and in accordance with state educational standards, not only as an expert but also as a deep scholar of complex subjects taught in elementary school, but also as professionals who can easily find new directions in the field of psychological and pedagogical science innovation and design school educational processes (E.V.Bondarevskaya, K.V.Bochkina, V.I.Danjuk, V.V.Zaytsev, I.A.Kolesnikova, V.M.Monaxov, A.M.Saranov, K.Sergeev, V.V.Serikov, V.T.Fomenko, Ye.N.SHIyanov, I.S.Yakimanskaya, etc.[1].

It is very important not only to find components of innovative processes here, but also to master the continuous and complementary technological integrity that must incorporate the main indicators of government policy in the field of pedagogical education[2].

Currently, three main areas of research and pedagogical education technologies have been developed: the first is fundamental research on the basis of the technology of teaching teachers; The second is the development of technologies for the precise training of specialists in pedagogical otms; The third is the creation of copyright teaching technologies in individual subjects[3].

Problems with reforming and re-designing higher pedagogical education, as well as searching for tools that guarantee the results of the preparation of an expert (e.g. elementary school teachers) in conditions of standardization of teaching processes.

Based on the analysis of the means – we concluded that the most effective technological approach is "the rapid renewal of instrumental and methodological tools in the conditions of pedagogical sciences and practice development"[4].

Within the framework of our research, technological approaches are manifested in two functions: (1) building a learning process aimed at the didactic formation of a future teacher and analyzing the state of pedagogical systems; 2) implementation of the project of technological construction of the educational process for the design of a model of didactic and methodological development of the future primary school teacher.

The purpose of this section is:

- 1) defining the essence of the concept of "pedagogical technology";
- 2) regulatory conditions for the implementation of the process of forming its role and individual characteristics of the student;
- 3) Select a technological approach suitable for tools to improve the competence of a prospective elementary school teacher[5].

"Technology" is a Greek word meaning "knowledge of skills" (techne – art, skill, qualifications valogos – knowledge), thus the essence of this concept" means knowledge of skills, or the specialty of didactic work. The word "pedagogical" refers to the didactic meaning of this category.

A number of researchers have studied the essence of the concept of "pedagogical technology" and its structure: V.P. Bepalko, V.V.Guzeev, V.V.Bogolyubov, M.V.Klarina, V.M.Monaxova, V.Y.Pityukova, A.Ya.Savelhouse, N.F.Talandadultery, A.I.Uman, F.Yanushkevich, and others devoted their research. Scientists: Plato, Aristotle, A. Disterveg, and others to study the problem of the use of pedagogical technology; later Ya.A. Komensky conducted affirmative research dedicated to studying the concepts and processes that develop in education[6]; J. Locke, formation of processes by



mastering certain habits and behaviors in teaching; I.F. Gerbart, determining the system of standards of teacher work: developing and studying a fan who needs to explain, explain all parts and size; carefully prepare and develop a lesson; is to try to set a teaching plan in accordance with the requirements and abilities of the students.

K.D.Ushinsky and A.S.Makarenko believed that the teacher's pedagogical skills could be elevated to the level of technology[7].

G. Andersen, E. Kelly, A. Maslou, and K. Rodgers emphasized pedagogical technology as a characteristic that arises through methods of influencing students in a teacher and successful interaction. In the 1950's and 1970's, they introduced the concept of "pedagogical technology" into the subjective factor of the teacher's personality, behavior, behavior, or learning process[8].

The next step in the research was the concept of "pedagogical technology", research on programming education (S.L.Press, B.Skinner, etc.), which applies to them to study the existence of a system of actions through periodic influences that enhance the effectiveness of teaching.

American scientists (R. Berne, B.Blum, O.Richarde, and others) contributed to the definition of the concept, emphasizing the need to harmonize pedagogical technology not only with the use of programmed and technical tools in education, but also with the strategy of all pedagogical ideas, which involves advancing the system of goals, selecting decisions, analyzing the results of pedagogical activities, and creating a draft curriculum. D. Pratt has defined the processes of the teaching system[9].

A.K.Gastev, A.K.Landa, S.Anderson, M.Meyer, and others focused on the analysis of algorithmic, technical, and analytical organizations of the category of "pedagogical technology." For example, S. Anderson, M. Meyer, R.de Kiffer, F. Whitworth, and others emphasized that pedagogical technology is a means of recording sounds and projecting images, as well as methods and their application in the learning process[10].

Those who learned to use optimization of determination processes to build pedagogical technology in the development of the learning process (Dj.S.Bruner, Yu.K.Babansky, etc.). In other studies, the analysis of the concept of "pedagogical technology" (P.Ya.Gal perin, N.F.Talizina, A.T.Molibog, F.Yanushkevich, and others) focused on building methods for achieving the results of the curriculum, determining their rationality, diagnosing their status, selecting material content, monitoring, and determining the continuity of rational methods for organizing the

learning process.

In the concept of pedagogical technologies, S.I.Archangelintroduces ideas of cybernetic control of the learning process, which consists of comprehensive management analysis at each important stage of the teaching process[11].

Pedagogical technology can be directed to the teacher and pupil (E.V.Bondarevskaya, V.V.Serikov) and the learning process (V.M.Monakhov). Pedagogical technology aimed at the teacher and the student reflects the system of pedagogical cooperation between subjects of the educational process, methods of imagining content (given, playful, or dialogue)[12].

The didactic and methodological competence of future elementary school teachers is determined by the cultivation of monologue and dialogue speech with autodidactic management efforts;

Currently, the phenomenon of "pedagogical technology" is considered to be at a contextual level (as a direction of pedagogical science, as an area that studies and develops goals, content and teaching methods that allow the development of teaching processes), as well as theoretical and practical (logic of process operations and description of project implementation)[13].

V.P.Bespaldefines the components of pedagogical technology as "meaningful changes that are interconnected in all elements of the designed pedagogical system," indicating the existence of any technology (e.g. teaching technology) of the targeted and organizational unit.

Pedagogical technology serves as a functional system of pedagogical cooperation between teachers and students. According to V.M. Monakhova, the state is a means of building a process that guarantees achieving the standard of education [14]. "The hierarchical and orderly system of technological processes for the model of the teaching process is a guarantee of achieving a certain planned outcome" (the state educational standard). For example, V.M. Monacow distinguished the system of accents for the design of pedagogical technologies and expertise.

The following are a group of pedagogical technology accents that will be introduced into a single educational environment:

accent of the pedagogical technologies required in the educational environment;

accent that matches the "teacher" pedagogical technology system;

the universality of pedagogical technology for methodological systems related to science.

Group of accents for modeling the learning process:

accent of the educational process;



accent of the integrity and periodicity of modeling the learning process;

the accent of technology of the information model of the learning process.

Group of accents for regulating the learning process:

technology of the teacher's didactic activities;

accent of the regulation of the curriculum;

the accent of forming a normal working space of pedagogical technology.

"The axis approach used to build the concept of designing pedagogical technology has a collection of the following objects (ideal technologies), i.e. design objects (technological advances in development, information technology, information technology of the lesson)[15]. It allows you to build the educational process and develop the principles of technological approaches to analyze the state of the pedagogical system (the first function of a technological approach) aimed at the didactic development of the future teacher. At the University of Pedagogy, we will consider the following principles of technological approaches to the formation of a professional teacher in the learning process:

1) the principle of consistency (indicates not the freedom of a number of individual tools, but their system, a combination based on logical laws that ensure the achievement of planned systemic results; ensures the regulatory functioning and development of the OTM education system);

2) the principle of integrity (determines the fact of completing the technology of the curriculum and determines the integrity of the learning process in our research with a parametric model, allows the automatic theory to demonstrate the criterion for decision-making);

3) the principle of completeness of the education system (based on compliance with all blocks of the state standard and school teaching methods and content, as well as textbooks, textbooks, materials, etc.);

4) the principle of unity of goals (emphasizes the need for all components of the content of the education system to be directed to a single goal that meets the standard), so the goal is to achieve a certain level of stylish abilities with "designated development points" identified through a sequence of objective objectives and micro goals);

5) the principle of science (decisions to be made must be based on the results of scientific research). S.I. Based on research by Archangelsky, V.A. Slastenin and others, it can be said that most teachers today do not have the necessary conditions for scientific analysis of their didactic and professional activities [105, 235, 236].

Moreover, many teachers do not need such an analysis, so they can only harmonize the educational process on a smaller level, so the scientific feature is the first priority);

6) the principle of integration (presents the harmony of the results obtained in areas of knowledge and primarily in solving practical problems);

7) the dynamic principle of teaching tools (determines the compatibility of conditions, the adequacy and availability of the funds system);

8) principle of optimization (indicates the compatibility of the system of learning tools);

(9) The ability to redesign the process (considers the possibility that pedagogical technology processes can be performed by any teacher and that they can be repeated.

The repetition of the process and educational results is focused not on combining ways to achieve intermediate results at work, but with the final results:

1) the ability to properly evaluate the quality of educational activities (refers to the availability of continuous operational reconstructions aimed at certain micro purposes);

2) the principle of openness of the education system (allows for changes in the learning process, focuses on the application of innovation in the learning process, the selection of individual learning pathways[16].

This system of principles is also adopted for the use of technological approaches to the formation of methodological skills. We emphasize the following characteristics of the use of pedagogical technologies in shaping the teaching and methodological abilities of V.M. Monakhov's future elementary schools:

1) the integrity of the project is provided by the parameter model of the educational process;

2) a visual presentation of the draft model for the development of didactic and methodological abilities through targeted means for each stage of the process of developing this characteristic; introduction of the model in the form of technological and information maps; a means of rational selection of educational and pedagogical tasks, as well as ensuring the acceptability of the process;

3) Define the dynamics of progression of didactic and methodological competence, depending on the tool and design of the sequence of educational and pedagogical tasks at individual stages;

4) building a workspace for the development of components, as well as better didactic-methodological competence; forming components for recording changes in



indicators, as well as the construction of many and changing indicators[17];

5) The objectives of the curriculum (targeted, diagnostics, logical structure of the process, correction, determining the size of homework);

6) implementation of didactic and methodological competence in designing technologies for teaching students, taking into account the requirements of the standard of school education and technological schools with students.

The second function of a technological approach is to use it to design a model for developing didactic and methodological competence in future elementary school teachers and to implement projects in technologically constructed learning. This is necessary to implement technological compatibility of the specified function with a given approach. Tasks are reflected in the basic methodology of pedagogical technology.

Research tasks have few traditions in the field of pedagogical practice and pedagogical theory, but the concept of "task" is mainly used in certain forms of the educational material and teaching tasks. As a unit of the learning process, Ye.I.Zagvyazinski reviewed "the process of performing the tasks that are administered by a teacher and occurring in this process, the tool used and the relationship between the results obtained." D.N. Bogoyavlenskaya believes that "any content can be a teaching predecessor when it becomes a specific type of task for students."

Under the concept of educational and pedagogical tasks, we understand problematic situations, are distinguished by a demonstration of conflicts between the purpose and conditions of a pedagogical event and educational tools. Analysis of structures for solving pedagogical tasks (I-IV) allowed to build a structure for solving educational and pedagogical tasks[18].

Another goal of solving educational and pedagogical issues is to develop a conscious understanding of pedagogical and educational problems as didactics. The study of teachers with various work experience and pedagogical OTM students who are studying without implementing the conditions for implementing a technological approach has shown that many of them do not understand solved pedagogical and educational problems as a special didactic issue.

The concept of modern higher pedagogical education involves the development of pedagogical technologies to shape students' didactics in conditions of alternative options for education.

Pedagogical technology can be understood as clarifying the nature and mechanisms of systematic

design of the teaching process aimed at shaping individual qualities. The leading integral didactic characteristics of a prospective elementary school teacher are didactic-methodological competence; the ability to think didactic, pedagogical. These abilities will depend on pedagogical observation, the ability to choose material for teaching and training, reflexes, the ability to plan and analyze the pedagogical process, and so on.

As S.B. Elkanov notes, it is not limited to pedagogical thinking, thinking processes and operations. It covers the motivations of pedagogical behavior, its strategy, tactics, etc., it is dialectical, basic.

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