

**METHODOLOGY OF FUTURE ECONOMIC TEACHERS
COMPETENCE FORMATION AS A PEDAGOGICAL PROBLEM**

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Abstract

The concept of methodological competence is a topical issue from a scientific point of view. This article discusses the methodological competence, its components, the tasks of the methodological competence and how to form this competence in primary school teachers.

Keywords: competence, methodical competence, acmeological, integral, cognitive, task.

Introduction

One of the ways in which the teacher's pedagogical skill has a significant effect on the increase of his qualification, pedagogical ability, and pedagogical competence is to increase the qualifications of continuous professional education. Today, intense discussions are taking place in the scientific-pedagogical community about the nature and structure of professional-pedagogical competence.

Literature analysis and methodology

European researchers, V.A. Adolf, N.V. Kuzmina, A.K. Markova, E.L. Pupysheva, G.S. Savolainen, L.V. Shkerin and others distinguish different types of professional competence: methodical, innovative, psychological, creative, communicative, etc. Among the above, the methodological competence of the teacher has a special place, because it includes a number of other competencies, in addition, it is precisely his level that determines the level of professional skills of a specialist in the field of education.

It is known that the foundation of knowledge given to students is given in primary education. The knowledge that is the basis for the development of a person's mind and worldview is also given at this stage. Accordingly, the spiritual, moral and professional maturity of primary school teachers is important for the development of well-rounded individuals of the students they educate.

Several researchers have expressed different opinions about the teacher's methodological competence in their scientific research works. In particular, according to O.V. Tumasheva, the teacher's methodical competence is the possession of methodical knowledge, skills and methods of activity, recognition of their value both for their professional activity and for mutual relations in society, experience in solving methodical problems, their own - considered as an integral characteristic of a person, which implies readiness and ability to self-educate and self-improvement [1].

T. Gushchina defined methodical competence as an integrated multi-level professional feature of the teacher's personality and activity, summarizing the production experience, systematic acquisition of the teacher's knowledge, skills and competencies in the field of methodology and methods of professional-pedagogical activity describes as an acceptable combination [4].

I. Kovaleva considers methodical competence to be an integral characteristic of a teacher's business, personal and moral qualities, which is methodical, methodical and research knowledge, skills, experience, motivation, ability and creative self in scientific, methodical and pedagogical activities. reflects the systemic level of readiness for implementation [4].

The most important direction for the development of personal components of the teacher's methodical competence is the development of his methodical thinking and methodical culture.

Based on the analysis of the teacher's professional activity, L.V. Based on the structure of professional-pedagogical competence proposed by Shkerina, the methodical competence of the teacher is divided into three components: cognitive, activity and social personal component [2].

Discussion and results

Cognitive component of teacher's methodical competence includes the understanding of the teacher's system of methodical knowledge and the importance and importance of this knowledge for himself, for his professional activity, and for professional growth. It also includes the possibility of making and evaluating, changing them based on their compliance with the expected, planned results. It consists of personal qualities. As a result of studying the scientific research of researchers, several tasks of the concept of methodical competence can be mentioned: acmeological, innovative, predictive, integral, stimulating, managerial, reflexive [1].

Acmeological task is aimed at achieving professional and personal improvement of the teacher. The teacher's methodological competence can be considered as the result of self-development of the subject of the educational process, enrichment of the teacher's personality with new professional qualities that raise him to a higher level of professional skill.

The main "efforts" of the acmeological function of the teacher's methodological competence are the professional potential of the specialist in the field of education, his creativity, aimed at developing individuality. The innovative task of forming a teacher's high-level methodological skills is to destroy existing negative stereotypes in the teacher's professional activity, to restructure thinking and activity, and to form analytical skills that allow deep penetration into the essence of the teaching process of schoolchildren. depends. In the conditions of the development of modern education, it is extremely important for the teacher to understand the importance and necessity of the innovative processes taking place in the school, to know the innovative technologies of teaching and to know how to implement them in the educational process. It should be noted that as a result of the conducted research, we can see that additional motivation for learning has appeared among students through the use of innovative technologies, especially ICT, in the school system [6].

The task of forecasting is to develop the teacher's ability to anticipate future methodological problems of professional activity, develop models for solving them, and foresee the consequences of decisions made.

Integral function ensures connection between subject, pedagogical, psychological, methodical knowledge and methods of activity.

The task of the motivator is the teacher's professional motivation development, striving to complete its subject, pedagogical, psychological, methodological knowledge necessary for effective methodological activity, serves to ensure a positive attitude towards the teacher's professional activity in general. The management task, on the one hand, involves managing the teacher's activities in the educational process (planning, organizing, adjusting, etc.), on the other on the other hand, it provides management of students' activity in mastering subject knowledge and activity methods aimed at the development of each student.

The development of methodical competence is directly related to the changes, motives, goals that occur in his activity, the use of new tools and methods, methods and activity programs. As a result of various pedagogical changes, the teacher's methodical ability is formed. A teacher with pedagogical skills is a teacher who is able to overcome difficulties in education, who can understand the unique characteristics of the growing young generation, who can feel their feelings, whose inner world is delicate and vulnerable. , is a person who can see various difficulties in a child's life and skillfully approaches them, who has a deep scientific opinion that combines knowledge and creativity.

Conclusion

Thus, based on the study and analysis of scientific sources, the following conclusions can be reached:

Methodological competence, which ensures the ability of teachers to recognize and solve methodological problems that arise during their pedagogical activity, is the main component of professional competence.

The methodical competence of the teacher is considered to have its components and on the basis of them, it serves as the basis for the development of the existing methodical competence of the teacher throughout his career.

In order to develop their methodical knowledge, the future elementary school teachers will learn the mentioned tasks of methodical competence and use them in practical experience.

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