

Form, Method and Tools of Mother Language Teaching Methodology in Developing the Professional Competence of the Future Primary Class Teacher

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this article discusses the form, methods and tools of the mother tongue teaching methodology in developing the professional competence of the future primary school teacher.

One of the necessary conditions for the effective development of the professional competence of the future primary school teacher is to determine the form, methods and tools of the teaching subject "Mother language teaching methodology" and the place of this subject in the professional activity of the future primary school teacher. In this case, the requirements imposed by the professional activity are systematic, they determine not only the technological principles of the structure and application of separate academic subjects, but also the content of methodical training of students.

The primary education stage is a serious process that requires the teacher to have high pedagogical skills, professional and creative knowledge, responsibility, competence, inquisitiveness, ingenuity and the ability to correctly assess the situation, loyalty and perseverance, and the knowledge given to students during this period serves as a solid foundation. In order to provide effective education to students, the professional competence of the teacher should be high.

The STC and "Mother Tongue" curriculum is the main factor for the development of students' thinking and knowledge. It sets the tasks of enriching students' vocabulary with words, phrases, figurative expressions, using the vocabulary in the speech process, choosing words in accordance with the speech situation, from the period of literacy training. increasing depends to a large extent on the content and consistency of the educational tasks in the textbook, on the presence of educational (analytical) materials in the form of connected speech, on their integral connection with the subjects taught at this stage, that is, on ensuring integrative teaching, on introducing students to new language

tools. In primary education, even in the state education standard, the development of the ability to use the opportunities of the native language in practice is prioritized over the acquisition of theoretical knowledge, and the measurement of the level of quality acquisition of the native language by the text created by the student places a great responsibility on the selection of exercise texts given in the textbook. This requires the training of teachers with high professional competence. For this purpose, it is necessary to use methods aimed at acquiring professional-competent knowledge within the subject "Methodology of mother tongue teaching" in higher educational institutions.

In the development of the professional competence of the future primary school teacher, imitation and practical methods were widely used in the lessons of the teaching methodology of the mother tongue. This includes all educational methods that serve to create simulations of educational processes and allow practical implementation of tasks in the process.

It was determined that the educational tools that develop the professional competence of the future elementary school teacher should be selected based on the need to integrate the educational stages of initiative, cooperation, self-development, professional and personal qualities, as well as psychological characteristics such as intuition, observation, memory, according to the diagnostic grading.

Educational tools are any information carriers that provide knowledge that should be taught and learned, and as tools in research work, teaching-methodical manuals, methodological recommendations and developments, educational programs, lesson developments for educators; textbooks, training manuals, technological maps, task sets for learners, as well as audiovisual tools, models, etc. were used to organize the general process.

The preparation of teachers for the profession of teaching native language to elementary school students consists of the following: creating a unified basis for the development of scientific concepts in various fields of knowledge, knowing the psychological and physiological characteristics of children's development and development, psychological laws in the process of acquiring knowledge, using didactic principles in teaching native language to elementary school students ; mastering information and communication technologies, etc.

A primary school teacher, unlike other subject teachers, has the following competencies (skills): the ability to implement continuity between primary and secondary education; pre-school education and primary education, as well as the ability to conduct research activities; integrative skills; the ability to integrate different fields of science in the process of knowing the whole world; taking into account psychological laws in the process of acquiring knowledge; the ability to timely notice difficulties in students' learning and to identify their probable causes, to make appropriate corrections; able to choose the optimal method of communication with parents and colleagues.

Summarizing the above, we focus on the following competencies of the future teacher in teaching the mother tongue to elementary school students:

1) social and personal competencies;

- ✓ competences related to a person (child) as a person, activity subject;
- ✓ social competences that determine interactions with other people and colleagues;
- ✓ competences related to the ability to receive education, independent strengthening, striving for self-development;

2) professional-pedagogical competencies:

- ✓ information competences related to obtaining and processing necessary information in a constantly changing society;

- ✓ general cultural competences that allow the future teacher to work not only on the existing social and cultural conditions, but also on the cultural factors that are available in the field of education, development, independent education;
- ✓ scientific competencies (organizational, managerial, diagnostic, didactic, methodical, psychological-pedagogical, constructive, etc.) that allow elementary school students to effectively start the process of teaching their mother tongue.

3) special competences (or professional-functional knowledge, skills and qualifications) ensure determination and stabilization of professional-pedagogical competences. Competences are introduced to them, which allow to regulate the educational process and make corrections to it.

These competencies form the basis of integrative competence. And he, in turn, ensures the readiness of the future teacher to conduct methodical activities in the subject of the mother tongue.

Future elementary school teachers will be trained on the subject of the teaching methodology of the mother tongue, on the basis of educational and methodological complex, educational and methodological manuals based on innovative pedagogical and information and communication technologies, electronic educational resources, and organization of experimental work in pedagogical activity; organizing cooperation of educational institutions by ensuring the process of pedagogical experiment-testing, implementing psychological-pedagogical (interdisciplinary) integration, applying the methodology based on the State educational standards based on the competence approach in primary education.

The purpose of the science of mother tongue teaching methodology is to familiarize students with the content and tasks of the mother tongue science, teaching methods, educational tools and to develop knowledge, skills and abilities to apply them to the educational process.

According to the current textbook, the subject of teaching methods of the mother tongue in primary grades includes the following sections.

1. Literacy teaching methodology, that is, teaching elementary reading and writing. Teaching literacy to children is a very serious issue not only in the field of pedagogy, but also in social life. Because people's literacy is a weapon of struggle for independence, political consciousness, and culture.
2. Study methodology. The task of the subject of reading in primary grades is to equip children with the skills of correct, fast (in moderation), conscious and expressive reading.
3. Methodology of studying grammar, phonetics, word formation. This section provides for teaching elementary correct writing and spelling, development of grammatical concepts, basic spelling skills.
4. Speech development methodology. This section has a special place in primary classes. First of all, children understand language and speech as a subject of study, they begin to understand not only what they want and what is interesting, but also the need to think about necessary things and events and make a planned speech. They master written speech, which differs not only in its graphic form, but also in its lexical, syntactic and morphological form. The methodology should enrich children's speech, and also ensure the development of syntactic and connected speech. It should be mentioned that connected speech is not studied in schools as a separate department, it is developed in connection with other departments of linguistics.

As a methodological science, the methodology of teaching the mother tongue fulfills the tasks set by the primary education standard, that is, the method of developing the skills and competencies of expanding thinking activities, being able to think freely, being able to express one's opinion orally and in writing, and being able to freely communicate with members of society. develops methods.

The extent to which the knowledge acquired in the lecture on the methodology of teaching the mother tongue is directly related to the organization of practical training.

In the process of practical training, the student applies the theoretical knowledge acquired in connection with school life, and thus develops professional competence.

We will teach students the methodology of creating lesson plans based on the following plan.

1. To give students practical assignments on the topic of creating lesson plans.
2. To make recommendations regarding the method and educational games that the student can use in creating a lesson project.

Students can develop professional competence skills based on these knowledge and experiences, recommendations, and create competent lesson plans related to the subject of the recommended mother tongue.

In the reading classes of primary classes, works of different genres are studied, although not scientifically, but practically. Reading textbooks mainly include stories, poems, fairy tales, proverbs, epics, narratives, and riddles. Apart from these, popular scientific works are also taught.

Having mastered professional competence, developing as a primary school teacher, he not only adapts to the conditions of a constantly changing political and cultural society, but also develops the ability to understand his identity in a certain value system and distinguish the components of his profession.

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