

TECHNOLOGIES FOR THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF PRIMARY SCHOOL TEACHERS

Nurmatova Sh.I.

<https://doi.org/10.5281/zenodo.10227911>

Abstract. *The principle of practicality of continuous professional qualification of teachers is presented practical tasks for the development of methodological competence of the teacher of scientific and pedagogical knowledge.*

Keywords: *professional general education, modeling, structure, modernization, cybernetic approach.*

In the process of training, special attention will be paid to taking into account the individual characteristics of each listener-teacher, developing professional skills and qualifications, organizing classes in general education institutions on the basis of the time requirement, updating their modern knowledge. Serious attention should be paid to the choice of educational technologies and methods for conducting training, taking into account the fact that in the system of continuous professional training of teachers, listeners-teachers are adults, as well as having basic information and knowledge.

These, in turn, make it necessary to solve the following tasks related to the improvement of educational technologies for the use of primary school teachers in a system of continuous professional development: the choice of reflexive and practical oriented technologies of continuous professional development; the creation of an intensive environment through technologies that allow self-development; the identification of the didactic “core” of; take into account and ensure each feature of the selected technologies for continuous professional training of teachers; classification of the types of tasks that allow the implementation of the selected technologies, their grouping and description of the possibilities for continuous professional training of teachers.

Based on the specificity of adult education, within the framework of the study, the following practice to increase the readiness of adults to learn was determined to be important in organizing the process of continuous professional training of teachers: creating a favorable educational environment; empathy; cooperation with teachers in diagnosing educational needs; development of educational goals and cooperation with teachers in educational planning; ensuring the practicality.

The principle of practicality of continuous professional qualification of teachers is aimed at the systematic application of scientific and pedagogical knowledge to the practical tasks of the development of methodological competence of the teacher. The technological process of continuous professional qualification of teachers is a sequence of actions (methods) based on a set of educational and methodological tasks for the effective organization of scientific and pedagogical and educational – methodological activities of each teacher. In accordance with this, educational and methodological tasks should be associated with the possibility of implementing technologies for use in the process of continuous professional qualification of teachers.

An educational technology is a description of a specific activity: content, subject, Goal, Goal Achievement process, results of activities, means and methods of achieving a goal, implementation project, path to achieving a goal in the same area, as well as a high level of management of the educational process. The structure of educational technology – includes ways and means, methods, forms and techniques.

Within the framework of developing educational concepts, a number of technologies have been developed that differ in content and methodology in the target areas. L.V. The technology of educational development of zankova, as well as its initial theoretical provisions, are aimed at the general, comprehensive development of the individual.

Modern science and practice have a wide variety of technologies that are sufficient to meet any needs of teachers. There are different grounds for systematizing groups of technologies. If technology is a category of activity, then all technologies can be divided into groups depending on which type of activity is leading at this stage of listener-teacher cognitive activity. We list the main types of activities: understanding, recognition; execution; reading; communication, including communication; play; teaching; reflection.

He.I.Mihailova, O.M.Chorosova, R.He.Gerasimova, T.A. According to Makarenko's view, depending on the nature of the learning environment (or conditions), all known technological teaching methods are divided into the following three groups [173]:

technological methods that can be applied within the framework of the traditional class system (problem education, developmental education, games, etc.;

technological methods that require organizational modernization of the work of an educational institution (concentrated education, collective method of teaching, etc.);

technological methods that require changing the content of Education (“Communication Technologies”, probabilistic education, etc.

O.A.Ivanova summarizes technologies for the organization of adult education in her research in the following types [143]: modular teaching technology; modular-Rating technology of teaching; modular-credit technology of Education; flexible educational system technology; full assimilation technology; multi-stage educational technology; individual educational technology; paracentric Educational Technology; Control and correction technology; individual-team technology of teaching; team-individual technology of teaching, etc.

REFERENCES

1. Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco: Jossey-Bass
2. Yaqoob Mohammed Al Ghatrifi. *The Professional Development of Teachers in Higher Education in Oman: A case study of English teachers in the Colleges of Applied Sciences*. PhD Institute of Education. University of Reading. February 2016. – P. 272.
3. Федорова М.И. Учебное задание как средство формирования самостоятельной деятельности школьников. Дис. на соискание уч.ст. к. лед. наук.-Орел, 2002.-156 с,
4. Чекалева Н.В. Инновационные подходы в подготовке будущих специалистов: Психопедагогика в правоохранительных органах, 2012, № 2(49). – с. 105-110.
5. Baker E. *Exploring meanings of professional development: teacher perspectives: Candidate for the Doctor of Education Degree*. Kansas City, Missouri. 2014. –p. 492.

6. Brady E., Gilligan R. The life course perspective: An integrative research paradigm for examining the educational experiences of adult leavers. *Children and Youth Services Review*. 2018; 87: 69–77. DOI: 10.1016/j.chilyouth. 2018.02.019