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# METHODOLOGY FOR DEVELOPING INFORMATION-ANALYTICAL COMPETENCE OF FUTURE ELEMENTARY SCHOOL TEACHERS

**Meyliyev Sobir Xolmuradovich**
Senior teacher at Tashkent State
pedagogical university named after Nizami

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**Abstract:**

The article substantiates the methodology for the development of information and analytical competence of future primary school teachers. An essential role in the preparation of future primary school teachers is occupied by activity and project methods, methods of heuristic teaching.

**Keywords:** professional competence, variability of education, modeling of professional activity, future primary school teachers, method and technique

The organization of vocational education is aimed at modern models of personality-oriented pedagogical activity. The future elementary school teacher should not only have knowledge of the theoretical material, but also be able to implement the ideas of variable education.

The Strategy for the Modernization of Education emphasizes that the main result of the activities of an educational institution should not be a system of knowledge, skills and abilities in itself, but a set of key competencies in the intellectual, civil law, communication, information and other fields [5].

T. Dilmurodova notes that the competence approach in determining the goals and content of education is not something completely new, and even more so alien to the Uzbek school. Orientation to the development of skills, methods of activity, and, moreover, generalized methods of activity was the leading one in the works of domestic and foreign methodologists and their followers [2].

The author notes that it would be wrong to oppose competence to knowledge or skills. The concept of competence is associated with the ability of a person to perform practical tasks. The fulfillment of such tasks requires not only the availability of certain knowledge and skills, but also certain strategies and routine procedures, their emotionally colored attitude, as well as the management of this entire system [4].

According to John Raven, competence is a specific ability necessary to effectively perform a specific action in a specific subject area and includes highly specialized knowledge, a special kind of subject skills, ways of thinking, and responsibility for one's actions [3].

Of interest, from our point of view, is the position of V. N. Vydenskiy, who believes that professional competence is a set of knowledge and skills that provide a person with the ability to adequately solve the tasks required by professional activity [1].

In the modern educational space of Uzbekistan, the variability of education has firmly established itself. Since the 2015 academic year, mass testing of developing systems in schools in Uzbekistan has begun. Since the 2022 academic year, both of these systems have been introduced into the practice of the work of educational institutions as variable. Since that time, variable education in primary school has been considered at two levels. The first is the variability of integral systems of primary education. The second is the variability of subject courses within the educational areas of the above educational systems. As practice has shown, in reality, variability has been the most important means of ensuring the gradual transition to new content, maintaining the subject-skill environment and completing its construction with the necessary developmental environment.

Based on the above provisions, it can be stated that in connection with the renewal of the entire system of primary education, the requirements for the professional activity of an elementary school teacher are changing. The main goal of higher pedagogical education is called "such training of students that would ensure their ability to independently choose the methods and means of pedagogical activity and make independent pedagogical decisions" [8, p. 52].

According to T. Dilmurodova, the goal of the university in modern conditions is to train a specialist who can proactively, independently solve the most complex professional and life tasks, who owns modern achievements in science and technology, who knows how to apply and increase the knowledge, skills and abilities gained in practice, who has flexibility of thinking, creativity and resourcefulness in rapidly changing situations, responsible for the results of their own activities and focused on effective self-education [2].

The main areas of professional training of future primary school teachers, in our opinion, should be:

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- motivation of students to pedagogical activity in the conditions of variable education;
- development by students of educational programs for teaching younger students;
- mastering the ways of implementing educational programs in an elementary school.

The implementation of these areas is largely carried out within the framework of the academic disciplines of the methodological cycle: "Methods of teaching mathematics", "Methods of teaching the native language and literature", "Methods of teaching technology with a practicum", etc. systematic and purposeful work on the development of modern educational systems. Primary school requires a professional specialist with a high level of creative pedagogical thinking, the ability to innovative pedagogical activity, who is able to defend his creative position, to critically evaluate the available information. All this can be achieved under the condition of modeling professional activity in the educational process.

The essence of modeling professional activity is that students reproduce their future professional activity in specially created conditions, when this activity is conditionally professional in nature, and when performing actions and operations, only its most essential features are reflected. A.A. Rustambekov calls this activity "quasi-professional" and sees it as a transition from educational to professional. In the process of such activity, students do not perform their own professional activity, but only imitate it. According to the author, the implementation of this technology requires the use of active learning methods [4].

Already at the beginning of the twentieth century, many scientists, teachers and psychologists saw the need to develop new teaching methods that would ensure the activity of students in the process of learning. Domestic and foreign methodologists-scientists have made their contribution to the development of this direction. But the studies of these scientists were initially carried out on the material of school education, so a certain adaptation of them to the university didactic process was required.

Shodmonova K. in his works substantiated the need to use active learning methods in all types of educational activities of students, introduced the concept of dialogical problem-based learning as the most fully conveying the essence of the processes of joint activity of the teacher and students, their mutual activity within the framework of subject-subject relations. In his opinion, active learning methods are designed to ensure the development of creative thinking, cognitive motivation and the professional use of knowledge in educational settings. At the same time, the professional use of knowledge is characterized as fluency in the language of the relevant science, scientific accuracy in operating with formulations, concepts and definitions. Based on this, the author believes that students should learn to act as speakers and opponents, master the skills and abilities of setting and solving intellectual problems and tasks, proof and refutation, defend their point of view, and demonstrate the achieved level of theoretical training [5].

This problem remains relevant today. As practice shows, the use of active learning methods at the university is a necessary condition for the training of highly qualified specialists and leads to positive results. The use of this group of methods makes it possible to form the knowledge, skills and abilities of students by involving them in active educational and cognitive activities, while educational information turns into personal knowledge of students, contributes to the development of independent thinking and culture of speech.

An analysis of the literature on this issue led to the conclusion that most scientists and researchers believe that the skillful application of this group of teaching methods allows us to simultaneously solve three educational and organizational tasks:

- subordinate the learning process to the control influence of the teacher;
- to ensure active participation in the educational work of both trained and unprepared students;
- establish continuous control over the process of assimilation of educational material.

When studying curricula for elementary school, the activity method acquires special significance, which creates conditions for independent "discovery" of new knowledge by students. First of all, analytical activities are organized in the classroom, which is aimed at identifying the main provisions that characterize a particular program. To do this, programs, textbooks and teaching aids of different authors are used, the analysis of which allows the student to identify the features of methodological approaches and ways of organizing students' activities in the process of assimilation of the main variable content of the initial course of a particular subject. Students are given specific learning objectives that turn them into researchers. The use of this method in the classroom forms students' skills of independent work, and also helps not only to highlight the features of the training programs, but also to critically evaluate each of them, to more deeply understand its specificity.

In seminars, such a method as "brainstorming" has become widespread, involving the posing of questions that require students to express their own

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position, which provides a deeper understanding of the material being studied, as well as the development of critical thinking. The discussion of curricula for elementary school is carried out according to the established algorithm: the goal and objectives are highlighted, the conceptual foundations are determined, the course content is characterized (basic concepts, course construction logic, etc.), methodological aspects are analyzed (methods and means of mastering the content). This work helps to increase the level of theoretical training of students - future elementary school teachers; introduces them to the problems of modern science; ensures the development of critical thinking as the basis for mastering the technologies of developmental education; develops the ability to analyze and evaluate variant systems and courses within the system from the standpoint of their effectiveness and significance for improving the entire system of primary education.

One of the rational methods for implementing the directions we have identified is the method of projects. The project method, according to J. Ravenna, is effective in terms of forming in students the set of competencies that are necessary for success in their professional activities [3]. The concept of "project" today is common in different areas of human activity and, accordingly, denotes different types of human activity. At the same time, A.A. Rustambekov believes that the leading type of professional activity in projects can be any of its varieties: experimental research, design, production, information and analytical, scientific, methodological, educational, etc. The project activity of a student can be considered as a model of professional project activity of an elementary school teacher.

The method of projects is characterized by the orientation of the educational and cognitive activity of students towards the result that is obtained when solving a practical or theoretical personally significant and socially determined problem. This method from the point of view of pedagogical technologies includes a set of research, search, problematic methods, creative in nature. The basis of the project method is the development of cognitive skills of students, the ability to construct their knowledge and navigate in the information space, the development of critical thinking.

Carrying out work on the project, students improve such skills necessary in the professional activity of an elementary school teacher, such as: - critically evaluate the information obtained through the analysis of psychological, pedagogical, methodological and special literature; - critically evaluate variable programs and textbooks on technology for elementary school; - to study, generalize and competently use the experience of elementary school teachers in practical activities; - competently select methods and diagnostic techniques to obtain reliable research results; - step by step to carry out an independent study of the problem; - competently, vividly and originally present the results of independent (group) activities; - relatively objectively assess the results of independent activities; - substantiate the results, formulate conclusions and methodological recommendations for any category of participants in the educational process (students, teachers, parents, administration, etc.) [5].

When organizing independent work of students, the use of the review method has become widespread. It is expressed in such types of work as writing a pedagogical essay, reviews or reviews of the curriculum and teaching aid. The ability to take a critical look at existing approaches in teaching younger students, at the material of the textbook, the watched video lesson, analyze their content, highlight the main points is a necessary condition for students' self-determination. Classes in the form of a business game became exciting for students, in which they were given the opportunity to act as the author of a variable program or a developing training system, opponents. At the same time, students, proving the advantages and disadvantages of programs for elementary school, mastered important professional skills, the ability to conduct a discussion and convince an opponent, to defend their positions, guided by strong arguments. Such work made it possible to see the level of students' knowledge of the theoretical foundations of variable programs, the positions of which scientists they adhere to, whether they are capable of evaluating and self-evaluating the available facts, to what extent they have the ability to work with scientific and methodological literature.

An important role in the implementation of the process of preparing future primary school teachers for work on variable systems is played by their in-depth study. In this regard, the curriculum of the university specializing in "Pedagogy and Methods of Primary Education" within the framework of the national-regional component includes the academic discipline "Modern Educational Programs for Primary School". The study of this discipline is carried out in the 4th year, which is consistent with the period for mastering the content of methods of teaching subjects in elementary school and pedagogical practice "Trial lessons and classes in elementary school". Another, no less important form of mastering the theoretical provisions of variable programs for elementary school and mastering the ways of their implementation in practical

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activities in elementary grades are elective courses. At different stages of study at the university, students are offered a system of elective courses: "New Technologies for Teaching Mathematics in Primary School", "Developing Education in the Lessons of the Native Language in Primary School", "Problem Learning in Primary School", "Control and Evaluation Activities of the Primary School Teacher" and others. They are aimed at systematizing and deepening students' knowledge in the field of variable education in elementary school and developing abilities for independent creative pedagogical activity [4].

We have considered only some aspects of the process of preparing future primary school teachers for work on variable systems of teaching younger students. Such an organization of the process of training future specialists, in our opinion, will help to increase the level of theoretical and practical training of students, develop critical thinking in them, form a non-standard approach to pedagogical work in the context of varied education, which in general will provide them with professional competence.

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