



Methodology Of Didactic Skills Development In Future Teachers

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Abstract: The article provides opinions, information and suggestions about organizational, communicative and didactic competencies necessary for independent education of students in pedagogical higher educational institutions, in particular, about improving didactic competencies. The information necessary for students' use of interactive methods in independent education is described.

Keywords: interactive, didactic, competence, communicative, reflection, diagnostic, project, method, integration.

Introduction

Based on world experiences, significant practical results have been achieved in the creation of a scientifically based methodical system of designing the professional education process based on a competent approach in the prestigious research centers of several developed countries. Accordingly, in the preparation of qualified personnel, it is important to change the current educational approaches and develop the skills to apply the acquired theoretical knowledge in practice through independent work.

As a result of fundamental reforms aimed at improving the education system based on modern requirements in our country, the scope of professional activities of future specialists is being expanded based on the introduction of the professional education system. PF-4947 dated February 7, 2017 of the President of the Republic of Uzbekistan, approved by the Action Strategy for five priority directions of the development of the Republic of Uzbekistan in 2017-2021 "...training of highly qualified personnel in line with the modern needs of the



labor market In order to ensure the implementation of the priority task of "continuing the policy of ..."1, the need to further accelerate the formation of didactic competencies of students in pedagogical higher education institutions on the basis of interactive teaching methods is clearly visible. This requires the improvement of the current methodical system of formation of didactic competences in the process of independent work of students of higher educational institutions of pedagogy and educational-methodological support based on innovative approaches.

Relevance of the topic. In improving the didactic competence of students of higher educational institutions of pedagogy in the process of independent work, the skills of finding solutions to professional problems in their activities and using interactive methods of teaching take an important place. From this point of view, those who develop the skills of applying the acquired theoretical knowledge in practice through independent work, who can use interactive methods of teaching to find and implement solutions to professional problems in their independent activities, who are active creative thinkers in higher education institutions, inquisitive, it is necessary to pay attention to the training of specialists who can independently find the necessary information and use it in their practical activities.

A brief analysis of scientific research on the topic.

OAQoysinov from scientists of our republic, CIS and foreign countries in the issues of studying and researching the content and essence of concepts such as "competence", "competence" and "basic competences", formation, development and diagnosis, as well as organization of independent work in higher education institutions Researches were carried out and developed by IAZimnyaya, R. Berger and others.

According to OAQoysinov, setting the goal of independent education and forming the skills and opportunities of students to acquire independent knowledge, work independently, creativity, practical application of acquired knowledge, and self-control are general is the basis for ensuring professional development.

there will be sauce. According to NAMuslimov6, "Independent education means the organization of regular, independent and autonomous activities in accordance with the subjective purpose of the educational process to acquire knowledge, develop ideas, develop skills and competencies."



According to RXDjuraev and LVGolish, independent education is a process of personal actions aimed at studying the experience of ancestors, achievements of science and pedagogy with the help of tools and literature chosen by a person. In this, a person's inner world, emotions, and the ability to think independently play a key role.

The interactive method means to interact, to cooperate, to be in the order of cooperative communication based on the meanings ("inter" is mutual, "act" is to act).

Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the learning process. When these methods are used, the teacher encourages the learner to actively participate. The learner is involved throughout the process. The benefits of a learner-centered approach include:

- study-learning with higher educational efficiency;
- high motivation of the learner;
- consideration of previously acquired knowledge;
- adaptation of study intensity to the needs of the learner;
- support of the learner's initiative and responsibility;
- learning by doing;
- creation of conditions for bilateral opinions.

Interactive teaching methods are active and effective cooperation of students with each other, teacher, dialogue, educational, business and role-playing with various sources of information, educational (professional) to master new social and professional experience) as an analysis of specific situations based on solving tasks.

Based on the analysis of researches, the characteristics (methods) of interactive teaching methods that distinguish them from other group methods were determined: group structure of activity; involving students in group activities in solving educational and professional tasks; directed to the constructive, equal communication of subjects of "student-student", "student-teacher", "student-computer", "student-book" relations; orientation to work with various cultural texts (diagrams, graphs, formulas, tasks, scientific, artistic texts, the Internet, etc.); active participants of mutual cooperation; to create a constructive product (results) and a sphere of influence that ensures the self-management of groups; the humanitarian nature of interactive teaching methods, creating communicative situations, solving important professional problems, the



emergence and acceptance of many professional positions, reflection (group and individual).

Teaching independent thinking. Texts, quizzes, exercises or case studies are the main didactic material of textbooks on any academic subject.

It is not necessary to emphasize the importance of textbooks, training manuals and the teacher in teaching the learner to think independently, but it should be supported by advanced thoughts on the subject, scientific conclusions, practical facts, events or it will be necessary to direct the person to express his attitude. In order to teach the learner to think independently in certain subjects, the scientific and life truths that were previously known to scientists, the author of the textbook, and the teacher are included in the textbooks. is meant in its own way within the scope of possibility. Questions in textbooks or study guides or by the teacher should not force the learner to recite (and in some cases memorize) the content of the text.

So, independent education is a form of education aimed at strengthening acquired knowledge, skills and abilities, and independent study of additional information or materials.

Of course, increasing the efficiency of the teaching process and raising the quality of education as a result of the independent learning of students is considered one of the main tasks of the teacher, and it depends on his ability to organize the teaching process correctly. . If there are all sufficient conditions for the student - educational materials, computer pedagogy, automated program, etc., but its use is not well established, the educational process is not properly organized. , a higher result cannot be achieved. In any case, the relationship between the teacher and the student is important.

Necessary methodological instructions and recommendations for students of subjects to perform independent work, as well as various forms of independent work tasks were developed (see Figure 1).

Oral independent tasks:

- studying and repeating textbook material, reading drawings and schemes, preparing answers to the teacher's questions based on the study of various technical literature, documents and materials, analysis of production activities, etc.

Independent tasks that form didactic competence: aimed at developing a set of educational information and didactic materials that illuminate the content and essence of the educational material.



Written independent tasks: completing tasks given for calculation, filling in summarizing and repeating tables, developing technological maps, drawing up reports on laboratory, practical work, and similar tasks.

Graphical independent tasks: they include sketching various drawing works, describing sections and intersections, drawing some details and nodes, creating schemes, graphs, diagrams, describing the results of observations, and similar tasks.

Independent tasks of a practical nature: students prepare certain details, assemble nodes and mechanisms, and develop technical processes in the course of independent work based on the teacher's task. When performing these tasks, students perform tasks such as selection of equipment, determination and calculation of the processing plan, design of new devices, layouts and models, and samples.

Implementation of the theory of gradual formation of mental actions, in our opinion, it is necessary to gradually implement the stages of independent work in improving didactic competence (table 1).

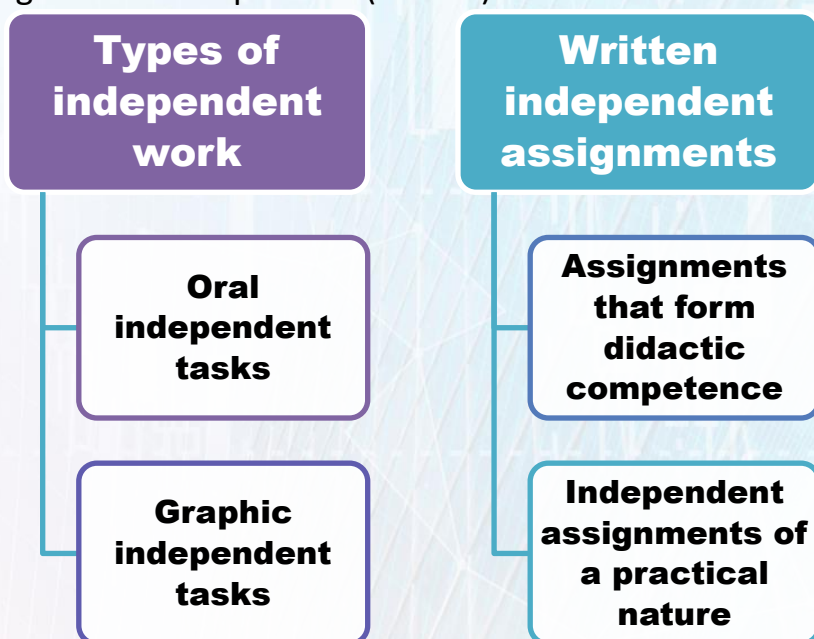


Figure 1. Types of independent work assignments

| Steps | Content |
|---------|---|
| Stage 1 | The stage of introducing students to activities and their knowledge, that is, creating an indicative basis for activities |



| | |
|----------------|--|
| | (mastering the theoretical and methodological foundations of science) |
| Stage 2 | To develop the skills of practical application of acquired theoretical knowledge in the independent work process |
| Stage 3 | Achieving the transformation of practical skills developed on the basis of independent study and creative research into competence |
| Step 4 | Improvement of didactic competence based on existing theoretical knowledge, practical skills and qualifications |

Table 1. Table of step-by-step implementation of didactic competencies of students in independent education

In this table, the process of step-by-step implementation of didactic competencies of students in independent education is proposed. After the first stage, the stage of forming movement in the form of material is separated. At this stage, the teacher offers to perform a certain educational task through the proposed strategies and methods. Students solve sequentially according to the pattern set by the teacher, following instructions and instructions.

The main way at this stage is joint activity, and the method is to implement external actions. In addition, external movements should first be placed to the maximum, and only then they can be reduced. At the stage of formation of external speech acts, students speak out loud, commenting on everything they have done. At this stage, students are no longer supported in completing the task. Such work can be done in various forms, both individually and in pairs, with the help of groups and others.

Experimental studies on improving didactic competence of students through interactive learning methods in independent education in 2016-2019 Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Bukhara Institute of Engineering Technology and Namangan Engineering and Construction Institute "Vocational Education" was carried out in the directions. The obtained data show that a low level of didactic competence was formed for 56.7% of students in the experimental group before the experiment, and 36.8% after the experiment. The average level was 32.5 percent before the experiment, after which it showed 41 percent. 10.8 percent showed a higher level before the experiment, and 22.2 percent after it. The significant dynamics of the experimental group indicator after the experiment reflects the increase



in the level of formation of didactic competence of students of higher educational institutions of pedagogy

Conclusions:

Thus, the passage of all stages of mental actions in the formation of independent activity leads to the fact that external actions aimed at mastering science turn into internal activity and are carried out mentally without the participation of the teacher in this process.

It was found that the use of interactive teaching methods in improving the didactic competence of students in the process of independent work positively changes the attitude of students to the educational process: the information obtained from the subject of study is independently (individually or in a group) required by the subject performing the exercise. access and justification of information acquisition. When using interactive teaching methods, the teacher's professional position changes: starting from the translator of the educational content, he becomes a communication organizer, consultant and specialist (expert), organizes and advises on the process of solving problems and the results obtained by students (solutions).

We have developed the following proposals for improving the didactic competence of students of higher educational institutions of pedagogy in the independent work process based on interactive educational methods:

- 1) to include in the educational process motivational methods of activating independent works aimed at forming the didactic competence of students of "Vocational Education" courses of pedagogical higher educational institutions;
- 2) didactically oriented educational information environment, i.e. ensuring the organization of independent work of students of pedagogical higher educational institutions, the knowledge obtained by mastering didactic materials and the Internet and advanced pedagogical technologies ;
- 3) involving students of pedagogical higher education institutions in independent work by performing competence-oriented multi-level educational tasks;
- 4) we think that it is appropriate to monitor the results of independent work in the formation of didactic competence of students of higher educational institutions of pedagogy



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