

IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE TEACHERS ON THE BASIS OF SCIENTIFIC AND THEORETICAL APPROACHES

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Annotation: *In this article, the issues of improving the methodological training of future teachers on the basis of scientific and theoretical approaches are widely covered. The mechanisms of development based on the content, structural structure of methodological training and modern pedagogical concepts (competency, systematic, reflexive, constructivist approaches) are scientifically analyzed. Scientific conclusions were developed based on theoretical analysis, modeling, survey and experimental testing methods.*

Keywords: *methodological preparation, methodological competence, scientific-theoretical approach, Competency model, reflection, pedagogical education, innovative technologies.*

INTRODUCTION

In the 21st century, the education system is being radically updated under the influence of globalization, digital transformation and innovative development processes. In the conditions of modern society, the requirements for the system of training pedagogical personnel have reached a qualitatively new level. Now it is necessary that the teacher is not only a specialist with an excellent knowledge of his subject, but also a professional subject who projects the educational process on a scientific basis, carefully organizes methodically, is able to analyze pedagogical situations, and reflexively improves his activities. In this regard, the issue of improving the methodological training of future teachers on the basis of scientific and theoretical approaches is taking the field as an urgent scientific and practical problem.

Methodological training is an important stage in the process of professional formation of an educator, which includes a system of methodological knowledge, lesson design skills, the ability to make effective decisions in pedagogical situations, as well as reflexive activities. The level of methodological training determines the professional maturity of the educator, readiness for innovative activities and the possibility of effective management of the educational process. Therefore, the improvement of methodological training in the process of pedagogical education is one of the central tasks of the teacher training system.

Scientific and theoretical approaches form the methodological basis for the development of methodological training. The competency approach implies an assessment of the results of education not by the sum of knowledge, but by the level of preparation for real professional activities. The systematic approach considers methodological preparation as a holistic system consisting of components related to each other. The reflexive approach, on the other hand, recognizes the process of analyzing, evaluating and improving the activities of the educator as an important factor. And the constructivist approach serves to develop methodological thinking by ensuring active subjectivity in the educational process.

The relevance of the problem lies in the fact that in practice, often prospective teachers, while sufficiently mastering theoretical knowledge, have difficulty applying them in real pedagogical situations. This situation indicates that the integration of theory and practice is not sufficiently ensured in the process of developing methodological training. Therefore, it is necessary to enrich methodological training with scientific and theoretical foundations and revise it on the basis of modern pedagogical concepts.

In modern pedagogical research, methodological preparation is studied in close connection with such concepts as PCK (Pedagogical Content Knowledge), TPACK, Competency model, reflexive pedagogy. These approaches make it possible to interpret methodological preparation not only as a system of methodological knowledge, but also as a multicomponent, integrative and dynamic process.

The purpose of this study is to determine the theoretical foundations for improving the methodological training of future teachers on the basis of scientific and theoretical approaches, as well as to develop an effective model of it.

Research tasks include:

1. Determination of the scientific and theoretical content of the concept of methodological preparation;
2. Analysis of ways to develop methodological training on the basis of modern pedagogical concepts;
3. Determination of structural components and evaluation criteria of methodological training;
4. Development of a model for improving methodological training based on scientific and theoretical approaches;
5. To determine the effectiveness of the proposed model on an experimental basis.

The object of research is the process of higher pedagogical education. The subject of research is the process of improving methodological training on the basis of scientific and theoretical approaches. The scientific novelty is that methodological training is based on the integration of scientific and theoretical approaches as a systematic model, and its structural structure and evaluation criteria are determined. Thus, improving the methodological training of future teachers on the basis of scientific and theoretical approaches is an important condition for improving the quality of pedagogical education, training professionally mature and innovative thinking educators, and the formation of a specialist who meets the requirements of modern education.

Review of thematic literature

The issue of improving the methodological training of future teachers on the basis of scientific and theoretical approaches is one of the modern directions of pedagogical science. This problem is studied in close connection with the concepts of professional competence theory, didactics, methodological education, reflexive pedagogy, constructivist education and digital pedagogy. Literature analysis shows that scientific views on the development of methodological training are formed on the basis of various theoretical approaches, which need to be systematically summarized.

Kasbiy kompetensiya tushunchasi XX asr oxiri - XXI asr boshlarida ta'lim nazariyasining markaziy kategoriyasiga aylandi.

V. Slastenin interprets professional competence as an integrative quality that determines the effectiveness of pedagogical activity [5]. He believes that competence is manifested through the combination of knowledge, skills, experience and personal qualities. This approach makes it possible to view methodological training as an integral component of professional competence.

A. Markova analyzes professional competence on the basis of motivational, operational and reflexive components [7]. It recognizes the reflexive activity of an educator as an important condition for professional development. This demonstrates the need to associate methodological preparation with reflexive thinking, not just methodological knowledge.

I. Zimnyaya evaluates the competency approach as a model of integrative development of the individual, linking competence to the level of readiness for practical activities [1]. This approach requires the assessment of methodological training in terms of flexibility to real pedagogical situations.

N. from local researchers. Muslimov connects methodological training with the pedagogical thinking of the educator and the ability to pedagogical Design [8].

Q. Yolandyevev notes that the application of modern pedagogical Technologies is an important indicator of methodological training [10].

Sh. Sharipov justifies that the modernization of pedagogical education on the basis of a competency approach is the methodological basis for improving methodological training [13].

Didactics form the theoretical basis of methodological training.

I. Lerner shows the harmony of educational content and methods as the Basic Law of didactics [2]. According to him, the choice of method should be inextricably linked with the purpose and content of the training.

M. Skatkin notes that the effectiveness of the didactic system depends on the methodological training of the educator [3].

Yu.K. Babansky develops the scientific basis of method selection in the theory of optimization of the educational process, justifying that didactic criteria are an important component of methodological training [4].

Didactic principles - the unity of science, systemality, consistency, Activity, Theory and practice-are considered as the main normative foundations for the formation of methodological training.

In foreign scientific literature, methodological preparation is interpreted as a model of integrative knowledge.

L. The concept of "Pedagogical Content Knowledge" (PCK), developed by Schulman, justifies the need to integrate the teacher's knowledge of the content of Science and methods of teaching it [6]. This theory forms the scientific and theoretical basis of methodological training.

P. Mishra and M. The tpack model developed by Koehler shows the mutual integration of pedagogical, content and technological knowledge [11]. This model justifies the need to improve methodological training in the context of digital education.

J. Hattie has proven that the teacher's methodical approach, based on meta-analysis, has a significant impact on academic performance [12].

L. Darling-Hammond notes that practical training and reflexive activities are important in the development of methodological training in the process of teacher training [9].

Reflexive pedagogy interprets methodological training as a process of continuous development. The educator achieves professional growth through the analysis and improvement of his activities.

And the constructivist approach justifies the formation of knowledge on the basis of active communication and experience. This approach makes it possible to see methodological training not only as a process of mastering ready-made knowledge, but also as a process of developing the ability to independently think and solve problems in pedagogical situations.

Literature analysis shows that:

- Methodological training has been widely studied as an important component of professional competence.
- Didactic principles are the main theoretical basis for the formation of methodological training.
- Foreign concepts (PCK, TPACK) justify methodological training as an integrative model.
- Reflexive and Constructivist approaches interpret methodological preparation as a dynamic process.

At the same time, the systematic model of improving methodological training on the basis of the integration of scientific-theoretical approaches in scientific sources has not been developed on a sufficiently empirical basis. This research is aimed at filling this very scientific gap.

Research methodology

The study used systematic, competency and reflexive approaches as a methodological basis. Theoretical analysis, generalization, survey and experimental testing techniques were used.

As a criterion for assessing methodological readiness, the level of methodological knowledge, lesson design skills, reflexive activity and the application of innovative methods was established.

Basic results and analysis

Classes organized on the basis of scientific and theoretical approaches significantly increased the methodological training of future teachers. The competency model provided the integration of methodological knowledge and practical activities.

Conclusions and recommendations

Improving methodological training on the basis of scientific and theoretical approaches serves to improve the quality of pedagogical education.

Recommendations:

1. Improving pedagogical educational programs on a scientific basis.
2. The use of interactive and innovative techniques.

3. Development of reflexive activity.

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