



STRUCTURE OF META-METHODICAL COMPETENCE OF THE FUTURE PRIMARY EDUCATION TEACHER

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ABSTRACT

This article is devoted to the content, structural elements and features of the development of meta-methodological competence of a future primary school teacher and the competences that a modern primary school teacher needs to master are highlighted based on the author's views and the requirements for a primary school teacher and research works devoted to this problem.

KEYWORDS

Competence, meta methodical competence, universal learning activities, future primary education teacher.

INTRODUCTION

The "meta-methodical competence" of the future primary education teacher is used as a new concept in scientific pedagogical practice and is not officially recognized in the state education policy.

Therefore, in our research, first of all, we try to reveal the essence of the concept of meta-methodical competence. The concept of "meta methodical competence" takes a meta position with methodology, on the one hand, and with methodology, on the other

hand, that is, it indicates the existence of knowledge, skills, and skills (meta-knowledge, meta-technology and meta-skills) related to a field other than methodology. Such knowledge, skills and abilities are formed not only within the framework of a specific subject or its teaching methodology but also within the framework of the integration of subjects and beyond, that is, as a result of the independent activity of the learner. Therefore, meta-methodical competence is



formed at the interdisciplinary level and represents the most universal (general) requirements for educational results. In other words, such requirements are necessary in any field of activity and have interdisciplinary and interprofessional characteristics.

Meta-methodical - metasubject competences are expressed in foreign languages by many synonymous words: «cross-curricular skills», «transversal skills», «key competences», and «universal basic skills».

Various synonymous terms are also used in the official literature of the Russian language: meta-subject competences, key competences, universal, general and basic.

The analysis shows that such terminological diversity indicates that the authors have not yet concluded this issue.

In describing the essence of the meta-methodical competence of the future primary education teacher, we are based on the concepts of modern Russian psychologists I.A.Zimnyaya, A.V.Khutorskoi.

I.A.Zimnyaya's main competences in Russian psychology are the subject of human communication, knowledge, labor activity, a person emerges in the system of relations with society, other people, himself and labor activity, human competence has the characteristics of acmeological development, professionalism includes competences, etc. . developed based on such theoretical rules [1].

The author shows 3 groups of universal competences [1, p. 23]:

Group 1. Competences related to a person as a person, as a subject of activity and communication (citizenship, health care, self-improvement, personal and subject-related reflections).

Group 2. Competences related to human interaction with other people and social environment (communicative and social competence).

Group 3. Competences related to human activity (knowledge, information technology).

The competences identified by A.V. Khutorskoy are:

1. Universal competences related to the meta-subject content of education;
2. General competences related to the educational scope of study areas and subjects;
3. Specific, subject-related competences that are formed within the framework of specific academic subjects [2].

Basic (key) competences are the most general (universal) abilities and skills that allow a person to understand the situation in modern rapidly changing conditions and achieve effective results in personal and professional activities. [3, p.8].

Basic (key) competences are universal means, ways, methods and methods of achieving goals important to a person. They are the basis of human life activity and have a general professional and general subject character. [4, P.74-78].

It can be seen that the main (key) competences are absorbed into the composition of meta-methodical competences. Meta-methodical competences are integrative and complex. They include universal educational activities (E.P. Pozdnyakova); opportunities to perform tasks at a wide level - gaining knowledge, cooperation, resolving conflict situations, maintaining physical and mental health, acting independently (R. Ya. Pastushenko); effective performance of regulatory, cognitive, communicative, and personal tasks, etc. can be seen.



According to the researchers' conclusions [5, p. 45-46], metasubject (meta-methodical in our research) competences have the following characteristics:

- these competences create an opportunity for a person to acquire knowledge, skills and qualifications outside of his professional activity;
- the integration of knowledge, skills and competences specific to different fields takes place;
- the fundamentals of universal knowledge, skills and abilities serve as the basis for effective living and working;
- creates an opportunity to train a new type of flexible, mobile, competitive modern future person and specialist.

As mentioned above, to reveal the essence of the concept of meta-methodical competence of the future primary education teacher and to formulate the corresponding author's definition, it is necessary to take into account the following:

- specific features of the meta-methodical approach;
- specific characteristics of the field of primary education;
- modern requirements for the future primary education teacher.

In our research, the meta-methodical approach is implemented in determining the meta-methodical competences of the future primary education teacher in their future professional activities, that is, the ability and readiness to form meta-subject competences in primary school students.

Therefore, the formation of meta methodical competences in future primary education teachers implies the following:

1. Formation of knowledge, skills and competences for the formation of universal learning actions (personal,

regulatory, knowledge-related (cognitive), communicative) in students at the level of subjects taught in primary classes.

2. Meta-methodical (meta subject) results at the metalevel - acquisition of metaknowledge, meta technology and metaskills used by the future teacher not only in educational activities but also outside of educational activities, that is, in the process of independent learning.

3. Meta-subject results at the personal level - taking into account the personal qualities of the student that allow professional formation as a competitive future specialist - activity, flexibility of thinking, desire for self-improvement, speed of learning, etc.

Knowing the specific features of primary education is one of the important factors in the development of meta-methodical competences of the future primary education teacher.

To determine the specific features of primary education, we turn to modern scientific research on this issue.

In the foreign and national scientific research works devoted to the problems of primary education, it was emphasized that education (primary education) in the 21st century should be based on the results of scientific research works, should be multi-variant, should meet the various needs and individual requirements of socio-professional and confessional groups.

Within the framework of the new educational paradigm being introduced in the world education system, it is important to teach primary school students to thinking methods, not the sum of knowledge, to develop their creative abilities, to search for new solutions to tasks, and to form the skills of being able to act freely in standard and non-standard situations. [6, p.4-5].



According to scientific research, today teachers should form integrative knowledge, skills and competences in the educational process, enabling students to realize their potential in the information age. As a result of integrative education, the student acquires universal meta-skills, not only within a specific subject. [6,p.3].

Informatization is recognized as one of the leading factors of the modernization of primary education in scientific research works. Therefore, one of the important tasks is the development of competences related to information technologies in the modern primary education teacher. E.K. Henner defines the teacher's information technology competence as "the knowledge, skills and abilities formed by the teacher as a result of studying informatics and information technologies and independent learning, as well as the ability to manage pedagogical activities with the help of information technologies." [7,p.70].

O.V. Baranova, who studied the information competence of primary school teachers in the first year of their professional activity, said that 58% of the respondents' information technology competence does not meet the professional standard requirements. [8, p.6].

In his dissertation on the pedagogical conditions for the use of man-made civilization in the educational process of elementary school students, the author O. A. Yoldoshev stated that it is the implementation of interactive methods and modern teaching methods in elementary classes, teaching students to think independently and logically by using new information and communication technologies. helps them connect knowledge with life and increase their interest in the lesson [9, p.85].

In another dissertation researching the pedagogical and psychological characteristics of the formation of a modern student's personality, among the professional

competences that a modern student should acquire, it was noted that the future teacher is mobile (the ability to quickly adapt to competition in society and self-development based on independent education is of great importance) [10, p.13].

In the scientific and research works, it is emphasized that the mastering of the traditional and modern technologies of assessment of students' educational achievements by the future primary education teacher has a positive effect on the development of their professional competences and that one of the main competences in the implementation of professional and pedagogical tasks of the future teacher is the competence of assessment. According to JK Akhmadieva, assessment competence can be defined as "readiness to use assessment activities and rational ways of assessment" [11, P. 249-254].

It is our research that assessment competence covers not only the level of knowledge, skills and competences of students in educational subjects but also the level of formation of personal qualities such as changes in their behaviour, formed attitude towards subjects, independent learning skills, universal learning skills, level of interest in the future profession. meets its objectives.

As a result of the analysis of the specific features of the field of primary education, it is possible to further clarify the structural elements of the meta-methodical competence of the future primary education teacher. For this purpose, in the course of our research, the qualification requirements for the 1st, 2nd, 3rd and 4th courses of 60110500 – Elementary education undergraduate course were analyzed.

According to the qualification requirements, the future primary education teacher:



- 1.1. Modeling the educational process and its implementation in educational practice;
- 1.2. Mastering the methods of organizing collaborative activity and interpersonal interaction of subjects of the educational process;
- 1.3. Implementation of interdisciplinarity in solving professional tasks, as well as ensuring harmony, coherence and continuity of theory and practice;
- 1.4. Mastering the methodology of critical thinking;
- 1.5. Valuing inclusive education;
- 1.6. Mastering the technologies of working with students in need of long-term treatment (hospital pedagogy);
- 1.7. The ability to use tools to take into account the characteristics of human behaviour and activity management, special laws of mental and psychophysiological development, and individual characteristics at different age periods;
- 1.8. Acquisition of quantitative and qualitative methods of psychological and pedagogical research;
- 1.9. To be able to use the methods of diagnosing the development, communication, and activity of children of different age groups;
- 1.10. Knowledge of various theories of teaching, upbringing, development, and ability to use educational programs at different stages of education;
- 1.11. Use of the main international and national legal documents on the rights of the child in professional activities;
- 1.12. Learners are required to acquire professional competences, such as the acquisition of result-oriented and mobility-oriented teaching methods, which help to develop competences for flexibility to

the demands of the changing labour market and enable the formation of an active citizenship position.

Taking into account the above, it was concluded that the following should occupy the main place in the structure of meta methodical competences of the future primary education teacher [12;13]:

1. Information and communication technologies competences and media literacy.
2. Communicative competence.
3. Organizational and methodical competence.
4. Civil competence.
5. Competence of independent learning and self-development.
6. Assessment competence.

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