



The Formation Of Research Competencies Of Future Primary School Teachers

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ABSTRACT

This article discusses the role of educational technologies in the effective organization of the educational process. It would be useful to use the methods described in the article in the educational process.

KEYWORDS

Educational process, educational technologies, case-study method, ORPS (FSMU) method, B.Blum's taxonomy.

INTRODUCTION

It will be more effective when educational technologies are presented in a variety of ways during the learning process. Illustrative material is very different from ordinary material. The use of traditional visual aids

(whiteboards, projector videos, slides) will be much more effective and positive results will be achieved.

When analyzing the results of the course, the validity of the knowledge acquired by

students is monitored or determined based on the information collected. The knowledge acquired by the future primary school teacher is monitored through the process of monitoring and analysis.

The process of providing information in the organization of creativity involves a certain level of management system. The educational process, system and logic should be preserved by supplementing and enriching the training sessions with teaching methods. Pedagogical technology provides more effective opportunities for future primary school teachers to gather information and use it effectively in the teaching process in the development of research and creative abilities. The content, form and research methods of information support determine the basis of the given data.

In this article, we will recommend the use of interactive teaching methods such as Case-study, ORPS, Cluster, in the development of research competencies in future primary school teachers. The following is a brief description of these methods:

MATERIALS AND METHODS

Case-study method

Case-study technology (English "case" - suitcase, method, "study" - problem situation; situational analysis or analysis of problem situations) is a technology that helps students to develop the ability to find the most appropriate options by analyzing a clear or true problem situation. The most common types of case technology in educational practice are case studies, case studies, case studies and exercises, case studies.

The main tasks and tasks of technology are:

- Development of analytical skills, logical and critical thinking;
- Ensuring the integration of theory and practice; reflect different views and approaches to problem situations;
- Decision-making and feedback on its results; is to develop the skills to evaluate alternative processes in the face of uncertain situations.

The case-study method teaches future elementary school teachers to analyze any situation that has meaning. It is always based on the process of solving and analyzing a problem situation, as well as elements that reflect the general nature of the problem situation. For case studies to have a practical-didactic character, it is necessary to pay attention to the following in their development: first of all, the goal must be clearly stated (two types (or more) of the goal; questions or assignments must be of some complexity; social, economic, cultural life be able to cover many aspects; not lose its practical significance quickly; be able to reflect national characteristics; express typical situations in all areas or areas of education; be relevant; develop students' analytical thinking; create opportunities for discussion; decision).

Cases used in the teaching of pedagogical disciplines can be divided into several groups according to their nature in accordance with the B. Blum taxonomy (knowledge-understanding-comprehension-analysis-synthesis-application system):

- 1) Cases that help to determine the awareness of pedagogical knowledge;
- 2) Cases that serve to determine the state of understanding the essence of pedagogical activity, event or process;

- 3) Cases aimed at understanding and analyzing the relationship between the educational process, pedagogical activity and the constituent elements of the phenomenon;
- 4) Cases requiring systematization, synthesis, consistent expression of stages of educational processes, pedagogical activity and components of the event;
- 5) Cases on the practical application of pedagogical knowledge, the full demonstration of existing skills and abilities.

ORPS method

O - State your opinion.

R - Give a reason for the statement of your opinion.

P - Give an example (proof) to prove your reason.

S - Summarize your thoughts

The cluster method is a method that allows learners to think freely about a given topic and to make connections and groupings between different answers.

Round table

The stages of conducting the round table method are as follows: collection of identified material on a given problem; systematize and discuss; information exchange. A distinctive feature of the roundtable is that the number of speakers (25-30) is sufficient for this form of training. The order of the round table: questions asked to the speaker during the speaker's speech; general discussion, discussion of identified issues, exchange of views; to draw final conclusions.

One of the positive aspects of the discussion is that there is an opportunity to study the given problem first. It is expedient for the moderator of the round table to collect information on the content of all speakers' speeches, which will allow to organize the speakers' speeches and build a single concept of holding the round table. It is advisable to use the resources of technical equipment of the auditoriums and the involvement of multimedia devices in the conduct of round tables.

Debates.

A key component of this method is the existence of different perspectives on a particular problem.

During the debate, learners need to demonstrate reasoning skills in defending their theses. According to Professor M.V.Retivyx, "the didactic significance of debating sessions is that they develop critical thinking, personal and professional qualities, a culture of dialogue and discussion, independent study skills, tolerance, respect for different perspectives, including it also gives a chance to those who differ in their views."

RESULTS AND DISCUSSIONS

Any type of discussion allows learners to develop analytical skills, the ability to quickly react to the views of the speaker, increases the level of development of speaking skills in the participants of the discussion. The teacher's choice of the form of discussion in lesson planning is objectively determined by the following indicators: the number of participants, the availability of technical means of teaching in the classroom, as well as

the relevance and relevance of the content of the discussion question.

The following components are necessary for successful group discussion in interactive teaching methods: initial preparation, establishment and unconditional adherence to clear rules of discussion, summarizing the discussion. Thus, it is possible to distinguish certain stages of the discussion:

1. The preparation phase is characterized by the search and processing of information necessary for the discussion. The assignments offered to prepare for the practical training in the work program allow the bachelors to participate in a question-based discussion. Such preparation for practical training allows you to systematize the necessary material and form your own opinion on the problem under discussion.
2. The stage of clarification, in which the teacher identifies the problem, highlights the main point of view in the theory and practice of the issue under discussion.

In order to conduct a lesson successfully in an interactive form, the teacher must pay enough attention to organizational aspects. Thus, it is expedient to divide students into small groups, within which everyone can participate directly in the discussion, develop ideas and form theses so that they can defend their views. When the number of students is large, a single speaker may be chosen to represent the interests of a small group.

The teacher should set aside time to prepare for the performance and prepare the presentations of the small groups directly, as well as to monitor the implementation of the established regulation. It is also possible to set up a separate group of “experts” who will be

tasked with critically evaluating group presentations.

The final stage is characterized by a summary. The teacher briefly analyzes the discussion. It should note the advantages and disadvantages of the outputs and explain how to avoid mistakes in the future.

CONCLUSION

In conclusion we can say that the modern educational process is characterized by the variability of the use of different forms of education. Among the methods of interactive teaching, the method of discussion has a special place. This method allows students to develop diversity of opinion, free thinking and critical thinking, thinking and worldview..

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