CHARACTERISTICS NECESSARY FOR THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF STUDENTS

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Annotatsiya. Maqolada bo'lajak o'qituvchilarning uslubiy kompetentsiyasini rivojlantirishdagi psixologik omillarning roli, zamonaviy ta'limda o'qituvchidan nafaqat nazariy bilimlarga ega bo'lish, balki yuqori psixologik tayyorgarlik, aks ettirish qobiliyati, hissiy intellekt va kasbiy motivatsiya kabi fazilatlarga ega bo'lish zarurligi muhokama qilinadi. uslubiy kompetentsiyani shakllantirish, o'qituvchining o'quv jarayonida zarur bilim, ko'nikma va malakalarga ega bo'lishi, o'quvchilarni aniq maqsadga yo'naltirish qobiliyati, uslubiy kompetentsiyani shakllantirishdagi psixologik omillar, shu jumladan motivatsiya, hissiy intellekt, aks ettirish qobiliyati, stressga chidamlilik va ijodkorlik, o'qituvchining nazariy bilim, amaliy tajriba, innovatsion yondashuvlardan foydalanish, psixologik va kommunikativ ko'nikmalar va ijodiy faoliyatni rivojlantirish va doimiy kasbiy o'sishni amalga oshirish, o'qituvchining shaxsiy rivojlanishi, tajriba almashish, mulohaza yuritish, psixologik omillar va ularning uslubiy rivojlanishga ta'siri.

Kalit so'zlar: usul, kompetentsiya, jihatlar, motivatsiya, aks ettirish, hissiyot, ong, pedagogika, psixologiya, ta'lim, talaba, jarayon, innovatsiya, tizim, mazmun, mohiyat, izlash, muhokama qilish, shakllantirish.

Аннотация. В статье рассматривается роль психологических факторов в развитии методической компетентности будущих учителей, тот факт, что в современном образовании от преподавателя требуется не только владение теоретическими знаниями, но и наличие таких качеств, как высокая психологическая подготовка, способность к рефлексии, эмоциональный интеллект и профессиональная мотивация, эффективные способы обучения. формирование методической компетентности, обладание преподавателем необходимыми знаниями, умениями и компетенциями в процессе обучения, умение направлять учащихся к определенной цели, психологические факторы формирования методической компетентности, включая мотивацию, эмоциональный интеллект, способность к рефлексии, стрессоустойчивость и креативность, теоретические знания преподавателя. знания, практический опыт, использование инновационных подходов, развитие психологических и коммуникативных навыков и творческой активности, а также осуществление непрерывного профессионального роста, повышение квалификации преподавателя личностное развитие, обмен опытом, рефлексия, психологические факторы и их влияние на методологическое развитие.

Ключевые слова: метод, компетентность, аспекты, мотивация, рефлексия, эмоции, разум, педагогика, психология, образование, студент, процесс, инновация, система, содержание, сущность, поиск, обсуждение, формирование.

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Abstract. The article discusses the role of psychological factors in the development of methodological competence of future teachers, the fact that in modern education a teacher is required not only to have theoretical knowledge, but also to have such qualities as high psychological preparation, the ability to reflect, emotional intelligence and professional motivation, effective ways of forming methodological competence, the teacher's possession of the necessary knowledge, skills and abilities in the teaching process, the ability to direct students towards a specific goal, psychological factors in the formation of methodological competence, including motivation, emotional intelligence, the ability to reflect, stress tolerance and creativity, the teacher's theoretical knowledge, practical experience, the use of innovative approaches, the development of psychological and communicative skills and creative activity and the implementation of continuous professional growth, the teacher's personal development, exchange of experience, reflection, psychological factors and their impact on methodological development.

Keywords: method, competence, aspects, motivation, reflection, emotion, mind, pedagogy, psychology, education, student, process, innovation, system, content, essence, search, discussion, formation.

Introduction.

The reforms taking place in the global education system, innovative approaches and the rapid development of digital technologies require high qualifications, new thinking and methodological competence from teaching staff. In particular, today it is not enough for a future teacher to be knowledgeable only in the field of science, but he must also have the ability to effectively communicate with students, correctly plan the educational process, understand methodological approaches and apply them in practice.

Today, global changes and socio-economic processes in the field of education make the task of improving the professional skills of teachers, that is, developing methodological competence, even more important and relevant. Methodological competence is the ability of a teacher to effectively organize the educational process, to effectively use modern pedagogical technologies and methods, and is one of the main factors in improving the quality of education [4].

Methodological competence is a complex multidisciplinary competence associated with the teacher's possession of the necessary knowledge, skills and abilities in the educational process, as well as the ability to apply them in a targeted manner for a specific purpose. Psychological factors, including motivation, emotional intelligence, reflective ability, stress tolerance and creativity play an important role in the formation of this competence.

Therefore, the issue of developing methodical competence of future teachers should be deeply analyzed not only from a pedagogical point of view, but also from

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a psychological point of view. In this work, psychological factors in this direction and their impact on methodical development are widely covered.

Main part. Today, reforms in the field of education, the development of science and technology are fundamentally changing the requirements for the teacher's personality and qualifications. As the main subject of the educational process, the teacher must have not only high knowledge, but also methodological and psychological competencies. Psychological preparation plays an important role in the formation of methodical competence, especially for future teachers who are preparing for pedagogical activity. This is a decisive factor in the effectiveness of education and the correct formation of the student's personality.

Methodological competence includes not only theoretical knowledge of the pedagogue, but also practical experience, use of innovative approaches, psychological and communicative skills, and creative activity [5]. The development of this competence requires continuous professional growth, and it is based on personal development of the pedagogue, exchange of experience, reflection, and systematic measures implemented in order to introduce modern methods in the educational system.

Therefore, the process of forming and improving methodological competence is complex and multifaceted, and its theoretical and practical aspects should be studied separately. This issue is of great importance in the professional training and development of teachers, creating the basis for ensuring the quality of teaching, effective acquisition of knowledge and skills by students [6].

The concept of methodological competence and its components. Methodological competence is the teacher's ability to effectively organize the educational process, select the right methods and techniques, implement them in practice and evaluate them. Its components include the following [7]:

- subject and pedagogical knowledge;
- lesson planning and organization skills;
- ability to evaluate and analyze the learning process;
- communication and interaction skills;
- creativity and innovative approach.

Psychological aspects and their significance.

1. Professional motivation

Motivation is the “engine” of the teaching process, a positive attitude to pedagogical activity, interest in the profession and the ability to imagine oneself in this field are the main psychological factors for methodological development.

2. Reflective ability

Reflection is the ability to critically approach one’s own activities, analyze them and make corrections. If this quality is developed in a future teacher, he will

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become a specialist who strives to improve his lessons and draws conclusions from mistakes.

3. Emotional intelligence (intelligence)

The ability to consciously perceive, control and manage one's own and others' emotions is very important for a teacher. It allows maintaining psychological stability in the classroom, establishing a rational attitude and correctly understanding needs.

4. Creativity and inventiveness

Readiness to use new methods and techniques, the desire to change or improve existing methods is an important psychological condition for methodological development.

5. Stress tolerance and emotional stability

A future teacher often faces stressful and conflicting situations. In such conditions, the ability to find solutions, behave correctly, and manage the classroom environment is an important basis for methodological success.

Results and Discussions. In the current modern education system, a teacher must not only have knowledge in the field of science, but also have the ability to effectively organize and manage the teaching process. We call this ability methodological competence. Methodological competence is the teacher's ability to use modern pedagogical technologies in the educational process, to coordinate and effectively conduct the learning process.

In the professional activity of a teacher, the level of this competence directly affects his success, effective communication with students, and an increase in the quality of education. Therefore, the analysis and effective application of mechanisms, methods, and tools for developing methodological competence are of great importance [1].

Currently, the methodological competence of a teacher is considered an important criterion for ensuring effective pedagogical activity in the education system. Methodological competence is a set of comprehensive skills and abilities of a teacher in carefully planning the educational process, using modern pedagogical technologies, and organizing and assessing lessons taking into account the individual characteristics of students [8]. This competence is also an important indicator of the teacher's professional growth and plays a direct role in improving the quality of education.

The process of forming and developing methodological competence is a complex and multifaceted pedagogical process, in which not only theoretical knowledge, but also psychological, moral, communicative and creative factors play an important role. In this process, the personal activity of the teacher, professional strength and openness to innovations are of great importance [2].

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Taking into account such multifacetedness, the mechanisms for developing methodological competence should be considered as a systematic system that includes pedagogical knowledge, skills, psychological preparation, motivation and methodological approaches. Today, the effective implementation of these mechanisms in the processes of training and retraining of teachers in educational institutions serves the innovative development of education.

At the same time, the mechanisms for developing methodological competence include such processes as teacher self-organization, reflection, learning through experience and the introduction of innovations. All of this serves to continuously improve the teacher's skills and knowledge at various stages of professional activity.

The following methods based on applied psychology are effective in forming the methodological competence of future teachers [3]:

- role-playing games and case analyses: develop the ability to analyze real situations and approach problematic situations.

- psychological trainings: develop the ability to properly organize communication with students, work in a team, and manage.

- interactive exercises: develop creative thinking through methods such as "brainstorming", "mind mapping".

- keeping a reflection notebook: allows you to analyze personal experience, work on feelings and mistakes.

The content and significance of methodological competence

Methodological competence is a complex ability that includes the knowledge, skills, qualifications, and personal characteristics necessary for a teacher to plan, conduct, evaluate, and analyze the educational process. Its main components are as follows [12]:

1. Pedagogical knowledge - theoretical foundations of teaching a subject.
2. Methodological knowledge - knowledge of methods of organizing education.
3. Communicative skills - the ability to establish relationships with students.
4. Innovative approaches - the use of methods and technologies.
5. Reflective ability - the ability to analyze and improve one's own activities.

Psychological factors in the development of methodological competence

Pedagogical knowledge alone is not enough to effectively form methodological competence. The following psychological factors are of decisive importance in this process [9]:

1. Motivation and professional interest: the student's attitude towards teaching activities; high internal motivation helps to master methodological knowledge; having priority goals is an incentive for self-development.

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2. Emotional intelligence: the ability to manage one's emotions; correctly assess the mental state of students; create a healthy psychological environment in the classroom.

3. Reflective ability: the ability to analyze one's own activities after the lesson; work on mistakes and draw the right conclusions; the ability to self-assess for professional growth.

4. Creativity and inventiveness: the willingness to use new methods and techniques; introduce innovation in lessons; the ability to create unique educational scenarios.

5. Stress tolerance and adaptability: making the right decisions in difficult and incomprehensible situations; patiently and decisively approaching conflict situations that arise in the classroom; being able to quickly adapt to a new environment.

Psychological methods used in the development of methodological competence:

1. Psychological trainings: improving the culture of communication; forming teamwork skills; developing emotional intelligence.

2. Role-playing and case study methods: simulating real pedagogical situations; increasing the ability to make decisions and feel responsible.

3. Keeping a reflection notebook (journal): writing down personal thoughts and conclusions after lessons; analyzing one's own activities and making corrections.

In the modern education system, improving the professional skills and qualifications of a teacher is of great importance. In this sense, methodological competence - the teacher's ability to effectively organize the teaching process, to convey the subject in an understandable and interesting way, taking into account the individual characteristics of students - is one of the main criteria for determining the quality of education [10].

Methodological competence includes not only theoretical knowledge, but also the teacher's practical skills, the use of innovative technologies, psychological and communicative skills in the educational process [13]. At the same time, this competence allows the teacher to coordinate his professional activities, constantly improve them, and successfully solve pedagogical problems.

Today, rapid changes in the field of education and modern requirements make the development of methodological competence a continuous process. In this process, the interaction of teachers, professional development systems, innovative methods, and effective mechanisms play an important role [11].

Therefore, researching the theoretical foundations, mechanisms and practical ways of developing methodical competence is one of the urgent tasks for modern

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pedagogical science and practical education. This article provides a broad coverage of these issues and analyzes ways to improve the professional growth of pedagogues and the quality of education.

Conclusion. Psychological factors play a decisive role in the formation of the methodological competence of a future teacher. Personal qualities such as professional motivation, the ability to reflect, emotional intelligence, creativity and stress tolerance play an important role in the transformation of any methodological knowledge into effective practice. Therefore, along with methodological training, serious attention should be paid to psychological training in pedagogical educational institutions.

Methodological competence plays an important role in the professional activity of a teacher and is one of the main factors in ensuring the quality of education. This competence includes not only theoretical knowledge, but also the effective use of pedagogical technologies, the psychological and communicative skills of the teacher, and the creative approach.

The development of methodological competence is a continuous, systematic and multifaceted process, in which the personal activity of the teacher, the desire for professional growth and the introduction of innovative methods are of great importance. In this regard, advanced training courses, seminars, trainings and reflection processes in the education system serve as effective mechanisms.

In modern educational conditions, the development of methodological competence ensures the professional success of teachers and the effectiveness of the educational process. This process also creates the basis for increasing the creative potential of teachers and introducing innovations in education.

Therefore, improving the mechanisms for developing methodological competence and providing professional support to teachers should be considered an urgent task. This will be of great importance in raising the quality of education to a new level.

Methodological competence includes not only knowledge, but also personal and psychological preparation of the teacher. Motivation, reflection, emotional intelligence and creativity play a key role in the development of this competence. Psychological trainings, role-playing games and interactive exercises have a strong impact on methodological development.

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