



IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

The article discusses the improvement of training programs for future teachers in primary grades. Innovative approaches to improving the methodical training of primary school teachers are analyzed.

Keywords: teacher training, competency-based approach, integrative approach, science programs, pedagogical activity.

The observed rapid changes in society require corresponding changes in the education system as a whole, including in the system of teacher education. Currently, education is acquiring a new quality, a new structure, new functions and character. The processes of democratization led to a change in the goals of education, opened the way for innovative activities of educational institutions in the field of educational content and pedagogical technologies, and expanded their professional field of activity. The emerging professional competition has led to changes in society's requirements for the qualities of a teacher's personality and his professional activities. Today, not just a teacher is required - a translator of knowledge, but a person who is able to organize the active acquisition and assimilation of knowledge and generalized mental actions by students, to develop the creative activity of schoolchildren. Particularly relevant in this context is the problem of improving the professional training of future primary school teachers.

The methodological and mathematical training of a future primary school teacher will be effective if it is considered from the perspective of an integrative approach. This approach is based on the concept of integration. In the scientific literature, integration is most often understood as the process of combining the whole of any elements, as a result of which new properties arise that were not previously inherent in individual elements. Integration is interpenetration in one educational material generalized knowledge in a particular area. We are considering the integration of methodological disciplines that, in our opinion, contribute to the improvement of the teacher's professional training for teaching younger students.

Today, the concept of "competence", as the ability to apply knowledge, skills in active work, is one of the key concepts of the education system. Moreover, it becomes the main category that determines the state and effectiveness of the education process in society, the correspondence of education to the needs of society and the individual as a whole. And definitely, this involves developing both a new set of requirements and an innovative technology for its implementation. One of the most important is the problem of creating and implementing a new generation of educational and methodological support, including educational and methodological complexes in the disciplines of state educational standards, taking into account the continuity of their content and teaching technology. Thus, competency-based



and integrative approaches should be recommended for new generation standards, educational and methodological complexes and training programs (standard, work programs, pedagogical practice programs, final certification) for future primary school teachers.

To implement the task, we present the main characteristics of a professional educational program for training specialists. The working curriculum is a basic document based on the State Standard for Higher Professional Education of the relevant specialty and determining the course of the educational process. The programs of academic disciplines are developed by the university independently on the basis of standard programs, taking into account the university and professional specifics, as well as the research preferences of teachers who provide qualified coverage of subjects of disciplines. The content of pedagogical practice is determined by the corresponding program, where it is regulated by tasks for observation, study, analysis of various aspects and manifestations of the child, teacher, and their joint work. The program of state exams is formed by the university on the basis of the state standard, guidelines and requirements for the program, developed by the relevant educational and methodological association.

Today, the main goal of vocational pedagogical education is to prepare a competent employee of the appropriate level and profile, competitive in the labor market. The new system of vocational education involves the development and formation of a person's personality as a professional throughout life. In the light of what has been said, the teacher is required not only to transmit knowledge, but also the ability to teach students to work with information, form their knowledge, make decisions, and defend them. According to D. Halpern (an American psychologist), employers now require employees to have advanced cognitive skills, i.e. "able to perform multi-step operations, handle abstract and complex symbols and ideas, absorb new information efficiently, and remain flexible enough to recognize the need for constant change and new learning paradigms that will last a lifetime." In this regard, I would like to note that in the process of teacher training, very little attention is paid to the development of these qualities, because the study of the training of future teachers showed that the educational process and training programs are based on the leading role of the teacher. In our opinion, modern programs should be focused primarily on the student. Universities should really prepare students for what they will face in school. A significant place in the programs should be given to practical courses, during which students actually learn to apply advanced techniques. A close study of the work programs shows that during the training, students are offered practical classes, where they repeat lecture materials and retell the teacher. But when the educational process is being restructured all over the world - not just the transmission of knowledge, but the active cognitive and practical work of students is at the forefront, then special attention should be paid to describing the content of students' independent work on each topic. Improving the methodological and mathematical training is a system-forming component of the entire professional training of the future primary school teacher. Based on the analysis of innovative approaches in education, the work programs of educational and methodological complexes contain approaches to improving the methodological and mathematical training of a primary school teacher: 1) activity; 2) differentiated; 3) technological.



The professionalism of a teacher is determined by the level and method of mastering various types of pedagogical activity. Therefore, the psychological basis for improving the methodological and mathematical training of the future teacher is an activity-based approach to learning with the allocation of activities of the teacher and students. The activities in the work program are: 1) learning objectives (expressed in the actions of students), 2) the content of learning, including educational and methodological tasks for the formation of skills to perform appropriate actions to solve them, and 3) the educational process, the main structural unit of which is the solution learning tasks.

The development of a teacher is determined by an increase in the level of his education. A differentiated approach to teaching students is determined by the levels of assimilation of any unit of information: 1st level (understood, memorized, reproduced) - minimal; 2nd level (applied learned in a standard situation) - mandatory; 3rd level (transferred learned to a non-standard situation) - the level of opportunities; Level 4 (solved a non-standard problem) - creative. The implementation of a differentiated approach is carried out through 1) designing differentiated learning objectives; 2) designing differentiated tasks to achieve these goals; 3) organization of the educational process using various forms of activity to solve educational problems; 4) organization of differentiated control and assessment of assimilation.

Conclusion

Thus, the updated teacher training program should adhere to the following basic principles:

- Providing each student with the freedom to choose educational trajectories in accordance with their abilities, needs and opportunities.
- Take into account the needs of customers of teaching staff in the training of mobile specialists.
- Development of a detailed assessment of the quality of the organization of the educational space, as well as a competence assessment in the areas of activity of the future specialist.

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