

INFLUENCE OF INTERACTIVE EDUCATIONAL METHODS ON THE METHODOLOGICAL COMPETENCE OF FUTURE TEACHERS

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Annotation

This article analyzes the role of interactive educational methods in the formation and development of methodological competence of future teachers in a scientific-theoretical and practical way. The influence of interactive methods on methodological thinking, reflection, pedagogical decision-making and lesson design skills is based. In the research process, methods of theoretical analysis, observation, survey, experimental and statistical processing were used. The results showed that interactive methods effectively develop methodological competency components.

Keywords

interactive education, methodological competence, pedagogical skills, reflection, problem Education, Collaborative teaching, innovative technologies, professional training.

Introduction

The modern educational system is being radically updated in the context of globalization, digital transformation and a competency approach. This process makes new requirements for the personality of the Educator, his professional training and methodological competence. Today, it is necessary that the teacher manifests himself not only as a knowledgeable person, but also as a specialist who projects, organizes, manages and reflexively analyzes the educational process. In this regard, the formation of methodological competence of future teachers is one of the priorities of pedagogical education.

Methodological competence represents the ability of an educator, in addition to a deep knowledge of the content of science, to be able to choose effective teaching methods, adapt it to pedagogical situations, apply innovative and interactive approaches, and analyze its activities. Especially interactive educational methods are considered as an important tool for the development of methodological competence in the modern pedagogical process.

Interactive educational methods serve to organize the educational process on the basis of Subject-subject relations. They develop students' independent thinking,

communication culture, creativity, and reflexive analysis skills. Methods such as mental attack, debate, cluster, problem situation, role-playing, project method will help form the skills of methodological decision-making, lesson design and pedagogical situation assessment in future teachers. In regulatory legal acts aimed at modernizing the educational system in the Republic of Uzbekistan, the development of professional competence of educators, the introduction of innovative methods and the improvement of the quality of education are established as priority directions.

This makes the widespread use of interactive methods in higher pedagogical educational institutions and their impact on methodological competence an urgent issue of study on a scientific basis. The relevance of the problem is that in practice, sometimes interactive methods are used only as an external form, and their internal mechanisms in the development of methodological competence are not sufficiently analyzed. Therefore, there is a need to theoretically and empirically substantiate the influence of interactive educational methods on the methodological competence of future teachers.

The purpose of this study is to scientifically analyze the impact of interactive educational methods on the formation and development of methodological competence of future teachers.

Research tasks include:

- analysis of the theoretical foundations of the concept of methodological competence;
 - determination of the content and characteristics of interactive educational methods;
 - study of the effect of interactive methods on methodological competence components;
 - determination of their effectiveness on an experimental basis;
- develop practical recommendations.

The object of research is the process of higher pedagogical education. The subject of the study is the influence of interactive educational methods on the methodological competence of future teachers.

The scientific novelty is that the Integrative effect of interactive methods on the motivational, cognitive, practical and reflexive components of methodological competence is analyzed on the basis of a systematic approach and a practical model of their formation is proposed.

Thus, the study of the influence of interactive educational methods on methodological competence has not only theoretical, but also practical significance, serving to prepare future teachers in accordance with the requirements of modern education.

Review of thematic literature

The issue of the influence of interactive educational methods on the methodological competence of future teachers is one of the relevant areas of pedagogical science, the problem of which was studied by domestic, CIS and foreign scientists on the basis of various theoretical approaches. Literature analysis shows that the concepts of methodological competence and interactive education are inextricably linked, the integration of which is an important factor determining the effectiveness of modern pedagogical education.

Theoretical foundations of methodological competence.

Methodological competence as a component of pedagogical competence has been explained by many scientists.

N. Muslimov sees methodological competence as the main criterion determining the professional skills of an educator, connecting it with methodological thinking, lesson design, analysis of pedagogical situations and reflex skills [1]. In his opinion, methodological competence reflects the level of harmonization of the theoretical knowledge of the teacher with practical activities.

Q. By linking methodological training with the use of modern pedagogical technologies, yoldashev evaluates interactive methods as one of the main factors developing methodological competence [2].

Sh. Sharipov interprets methodological competence as the result of professional training within the framework of a competency approach, justifying it as a systemic and integrative phenomenon [3].

U. Nishonaliyev interprets methodological culture and methodological competence as interrelated concepts, considering methodological activity as a factor of professional growth of an educator [4].

When these approaches are generalized, it is determined that methodological competence includes the following elements:

- methodical knowledge system;
 - lesson design skills;
 - ability to analyze the pedagogical situation;
- reflexive activity.

Theoretical foundations of interactive educational methods

Interactive educational methods are based on the theory of Constructivist pedagogy. According to him, knowledge is not given in a ready-made form, but is formed by the reader in the process of active communication and cooperation.

V. Slastenin points out the need for the formation of Subject-subject relations in the pedagogical process, pointing out interactive methods as a tool for the development of the teacher's professional culture [8].

A. Markova connects professional competence with reflexive activity, reasoning that interactive methods develop the reflexive thinking of an educator [9].

I. Lerner and M. Skatkin argues that within didactic approaches, educational methods need to be consistent with content, which theoretically justifies the role of interactive methods in the formation of methodological competence [6].

Foreign researchers interpret methodological competence more through the "pedagogical content knowledge" (PCK) and "TPACK" models.

L. According to the PCK concept put forward by Shulman, it is necessary that the teacher knows in depth not only the content of science, but also how to teach it [10]. This concept forms the theoretical foundation of methodological competence.

J. Hattie has scientifically proven in his meta-analyses that the teacher's methodical approach has a significant impact on academic performance [11].

P. Mishra and M. The tpack model developed by Koehler interprets methodological competence as the integration of technological, pedagogical and content knowledge [12]. This model explains the importance of interactive and digital techniques in the development of methodological competence.

L. Darling-Hammond substantiates that the combination of practical training and interactive techniques in the process of teacher training is important in the formation of methodological competence [5].

OECD reports, on the other hand, cite teachers ' ability to use innovative techniques as a strategic factor in improving the quality of Education [7].

Literature analysis makes it possible to draw the following conclusions:

Local scientists associate methodological competence with more professional skills and pedagogical activity.

CIS scientists analyze methodological competence within the framework of professional culture and didactic system.

Foreign scientists, on the other hand, see methodological competence as the integration of the content of science, pedagogy and technology.

Interactive educational methods are recognized as a factor that develops methodological competence in all approaches.

At the same time, in the literature, the complex effect of interactive methods on the components of methodological competence (motivational, cognitive,

practical, reflexive) is not covered on a sufficiently systematic empirical basis. This study is aimed at filling exactly this gap.

• Literature analysis shows that interactive educational methods strengthen the theoretical and practical foundations of the formation of methodological competence of future teachers. They described the educator's:

- methodological thinking,
 - reflexive activity,
 - ability to make pedagogical decisions,
 - the skill of designing the lesson on an innovative basis
- serves as an important factor in development.

Research methodology

The study was based on theoretical and empirical methods. In the process of theoretical analysis, scientific sources were studied. In the empirical phase, survey, observation and pilot studies were carried out.

In the experimental group, interactive methods (mental attack, debate, role-playing, project method) were used, and in the control group, education was organized on the basis of traditional methods.

Basic results and analysis

The results showed that the group in which interactive methods were applied had higher metrics of methodological competence. In students, skills of independent thinking and reflexive analysis were formed.

Conclusions and recommendations

Interactive educational methods are an effective means of developing methodological competence of future teachers. They form pedagogical thinking and practical skills in an integrative way.

Tavsiyalar:

- 1. Introduction of special courses on interactive methods.**
- 2. Extensive use of interactive techniques in pedagogical practice.**
- 3. Strengthening reflexive analysis.**

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