

METHODS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHERS ON THE BASIS OF PROJECT TECHNOLOGIES

Djalgasova Sanavar

Nukus SPI Theory and methods of education Primary education 2nd year master

The era of computer technology is gaining traction, and there is no longer any human function that cannot be applied to it. The Education Modernization Strategy emphasizes the importance of changing teaching methods and technologies at all levels, analyzing data, developing practical skills in independent learning, encouraging students to work independently, and increasing the number of people who shape responsible choice and responsible work experience. A new educational paradigm based on modern digital technology that applies the concepts of student-centered education is required. The use of information and communication technology (ICT) in education is a major issue in today's classrooms. Today, every teacher is required to prepare and lead lessons utilizing ICT since they are given this responsibility. The use of ICT in the learning process changes the role of the student in the classroom - from a passive listener he becomes an active participant in the learning process. At the same time, the relationship between the student and the teacher changes in the direction of partnership, and the student becomes the subject of educational activity from the object of pedagogical influence.

Professional competence is the consistent and prudent application of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in everyday practice for the benefit of the person or community served. Basic clinical skills, scientific knowledge, and moral development form the cornerstone of competence.

It includes:

- a cognitive function — acquiring and using knowledge to solve real-life problems
- an integrative function — using biomedical and psychosocial data in clinical reasoning
- a relational function — communicating effectively with patients and colleagues
- an affective/moral function — the willingness, patience, and emotional awareness to use these skills judiciously and humanely

Attentiveness, critical curiosity, self-awareness, and presence are all mental habits that contribute to competence. Professional competence is a process that evolves through time, is transient, and is context-dependent. Although the concept of “educational technology” is widely used, it is highly conditional. According to V.I. According to Zagvyazinsky, it is more accurate to call the types of technologies used in the educational process “teaching or pedagogical, not teaching, and the term itself derived from the field of production is, of course, conditionally used in education, and education technology itself as a type of social technology is not as rigid and predetermined as production technology. The problem of distinguishing technology and methodology is still very controversial. Some scholars consider technology as a form of implementation of methodology, while others consider the concept of technology to be broader than methodology. Educational technology is a system of joint activities of the subjects of the educational process to plan, organize, direct and correct it in order to achieve a certain result, taking into account the constraints and conducive conditions for participants. The wide range of educational technologies available suggests their classification. Although there is no single, clearly defined classification of educational technologies today, two technology groups are attracting the attention of a number of researchers: traditional and innovative educational technologies. Traditional learning technologies focus on describing ways of conveying knowledge and actions that are transmitted to students in a complete form and designed to replicate assimilation. Innovative educational technologies direct the teacher to the use of such actions, methods and organizational forms of educational activity.

A distinctive feature of the introduction of computers in education is the sharp expansion of the independent education sector, which applies to all disciplines. The main innovation introduced into the learning process by the computer is interactivity, which allows the development of active forms of learning. It is this new

quality that allows us to hope for real opportunities to expand the functional capabilities of independent study - useful in terms of learning objectives and effective in terms of time costs. Interactive learning partially solves another important problem. We are talking about rest, loss of nervous stress, change of attention, change of forms of activity, and so on. Striving to collaborate creatively effectively with students should ensure that they are not only in their own environment, but also completely free and comfortable. in interpersonal communication with the teacher. The teacher plays an important role in instilling in students a sense of professional motivation, confidence, and a sense of security.

To successfully achieve learning outcomes in the classroom, we use multimedia technologies. They can significantly increase the effectiveness of lessons, make them interesting, and increase students' motivation, affecting their emotional state. Multimedia learning tools allow you to increase the visibility of learning; repeating the most difficult moments of the lesson; Enhancing the availability and perception of information through the parallel presentation of information in different forms: visual and auditory; to organize the attention of students during the biological decline phase (25-30 minutes after the start of the lesson and in the last minutes of the lesson) due to the artistic and aesthetic design of the electronic resource or wisely used animation and sound. impact; to repeat (repeat, briefly repeat) the material of the previous lesson. Of course, a multimedia lesson should not be completely visual.

References:

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