IMPLEMENTATION OF A COMPETENCY-BASED APPROACH IN THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

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Received in:	**Approved in:**
2021-08-10	2021-09-07

DOI: https://doi.org/10.24115/S2446-6220202173C1646p.463-470

INTRODUCTION

Primary school teaching methods cover the main components of the preparation of future teachers from certain courses. The scientific and pedagogical workers of the university have introduced to the content of the work programs not only the traditional sections of disciplines, which reflect the achievements of modern didactics, linguodidactics, psychology, but also take into account the pluralism of school textbooks. We are of the opinion that we should talk about a holistic methodological system of teacher training. The starting points, according to the scientist, are (ALEKSIEIENKO-LEMOVSKA, 2019):

- a university graduate can be qualitatively prepared for creative, professional and pedagogical activity, subject to the development and implementation of an integral methodological system, the backbone factor of which should be the goals and objectives of training teachers for the future development in accordance with the concept of the system of lifelong education in the country;
- development of an integral methodological system of teacher training in a university environment will allow realizing the goal of forming the professional qualities of a modern teacher in accordance with the main provisions of the new concept of school and higher pedagogical education without changing the status of the university as a higher school of a special type;
- the development of the creative abilities and independence of specialists as one of the most important tasks of the restructuring of higher education, means the improvement of the professional and pedagogical activity of the teaching corps and the active creative educational activity of future specialists;
- scientific development of a holistic methodological system for training a teacher in a university will make it possible to actively involve in the professional training of a future teacher not only teachers of the Department of Pedagogy and Methods of Primary Education, but all university and faculty departments, will contribute to the consolidation of all the forces of a higher educational institution for professional training, covering updating the content, methods, means and forms of education, that is, the holistic formation of the personality of a specialist-teacher.

The main conceptual provisions of a holistic methodological system of teacher training are defined as follows (OCHIROV, 2016):

- the provision of real prerequisites for the formation of a general and professional culture of the teacher's personality as a condition for creating opportunities for a

specialist to embody high professionalism, intelligence, culture in the style of his daily activities.

This is achieved by the implementation of the personal-activity and cultural approach in the entire holistic methodological system of teacher training, since it determines the integral development of the personality of the future teacher in the process of all educational activities; the formation of the teacher's personality through the program-targeted and professional orientation of the methodological system as a condition for ensuring general cultural development and professional readiness of the individual in unity with the intellectual, need-motivational, emotional-volitional, practical-activity spheres; the continuity of humanitarian training as a set of forms, means and methods of education and practice that stimulate the development of the culture of future teachers, their understanding of the meaning of human values in the modern world, presupposes a purposeful approach to the humanitarian problems of all academic disciplines in terms of teacher training, in particular, the awareness of teachers who graduate departments of the necessity and pedagogical possibilities of covering humanitarian issues in their entirety in the courses of their disciplines, their own approach to the formation of the student's attitude to culture, not limited to only superficial coverage of certain philosophical problems of their science.

METHODOLOGY

The research methodology is based on the use of theoretical research methods of specialized and advanced literature in this area. The peculiarity of theoretical research is the use of abstract concepts, ideas, provisions, concepts that directly relate to the process of practical knowledge. In addition, the article uses the following methods:

- hypothetical deductive. The hypothetical-deductive method is used as a tool for substantiating ready-made, available knowledge.
- the systemic method is based on the idea that the surrounding reality is a single whole, things and phenomena are connected with each other by many connections.
- theoretical methods, which are primarily associated with the study of scientific literature. While working with scientific literature, methods such as compiling bibliography, summarizing, taking notes, annotating, and citing are used.

RESULTS AND DISCUSSIONS

In Krumsvik's (2014) research is aimed at studying the problem of preparing students for teaching students reading techniques. According to her, the readiness of students to teach reading techniques to children of 6-7 years old, as in a specifically directed aspect of activity, really appears in the form of a professionally significant quality of their personality, acquired as a result of the appropriation of content, forms and methods of thinking and action specific for the work of a teacher. The specified phenomenon functions in the interconnection and interaction of three main components: content, performing a subject-target function; motivational, carrying out a criterion-reflexive function and operational, which corrects the quality of the teacher's executive actions to form reading techniques in children.

The researcher notes that the professional readiness to teach children 6-7 years old reading technique is a phenomenon, the emergence and development of which is determined by the impact on the consciousness of the personality of the future teacher of a specially oriented system of professional training, which provides for the implementation of conditions, concentrate his cognitive activity on the study of the essence of reading technique as the leading one. general educational skills of the child; students' understanding of the personal significance and peculiarities of their professional role in the formation of full-fledged reading skills and diagnostics of reading techniques in children; mastering by students the logic of organizing learning to read in the context of modern didactic concepts and the like.

Shevchenko, Moskalyova, Kanarova, Poznanska, (2019) note that the implementation of the selected set of conditions for vocational and pedagogical training ensures the formation and development of students' professional readiness to teach reading techniques to children of 6-

7 years old, regardless of the degree of manifestation of subjective factors, in particular from such characteristics as initiative, self-criticism, purposefulness and a responsibility.

In the study by Sultanbek (2015), criterion-oriented testing is defined as a method of pedagogical diagnostics, designed to study the level of individual achievements of students in relation to a certain criterion. The use of criterion-oriented testing contributed to the creation of psychological and pedagogical conditions for the success of university education due to a detailed description of the learning objectives; the availability of an adequate set of training tasks for each goal; distribution of tasks according to the degree of complexity. The advantages of criterion-oriented testing in comparison with other means of monitoring students' learning is the determination of the planned nature of the pedagogical influence; concentration on specific aspects of learning activities; focus on studying the real achievements of a particular student.

The peculiarities inherent in the educational material of the subjects of the natural and mathematical cycle (preference for the component "scientific knowledge", the possibility of formalizing the information to be assimilated) determine the potential for the use of criterion-oriented testing in order to control students' learning. “In the course of the study,” Harunasari, Halim, (2019) note “the following regularities were confirmed: a high quality level of the studied readiness is achieved with a more rational organization of the educational process, the goal of training a specialist; the formation of the readiness of the primary school teacher for pedagogical activity is carried out more efficiently, provided that the content and forms of vocational training are fully oriented to the modern requirements of the specialty and the real conditions of practical activity."

The criteria for the formation of the professional and pedagogical readiness of students by means of pedagogical local history are formulated in the study by Kassabolat, et al (2020). Among them, the composition of motivation is manifested in the dominant motives of pedagogical local history activities, the volume, depth and mobility of psychological and pedagogical knowledge of the individual on the problems of humanizing primary education; the level of mastering the gnostic, organizational, constructive, design and communication skills of pedagogical regional studies. The author found that the pedagogical conditions that ensure the effectiveness of this activity were: professional pedagogical regional studies orientation of students' education; stimulating the cognitive activity of future specialists; introduction of new technologies in the educational process of higher education, a positive moral and psychological atmosphere in the team.

Midgette, Ilten-Gee, Powers, Murata, Nucci (2018) research directly concerns the students of the pedagogical school, in particular, the organization of their independent work in the conditions of personality-oriented learning. According to the author's conclusion, the main components of the implementation of a personality-oriented system for organizing students 'independent work are: prompt receipt of data on the actual state of organization of students' independent work; creating an attitude among teachers that the disadvantages of independent work of specific students depend not only on their unwillingness to work actively, but also on a number of significant objective and subjective factors; identifying the real needs of students and teachers (in the personal and activity aspects), the use of means to overcome the contradictions that arise between them, including at the personal level; development and use of intersubject and metasubject types of tasks for independent work of students; the presence in the educational institution of the main methodological center that analyzes, controls and coordinates the student's independent work system.

The main ways of guiding student-centered independent work of students with competency-based approach are: an integrated approach to solving the problem of professional training of future specialists in the conditions of a pedagogical educational institution of I-II levels of accreditation, based on a combination of information, activity and reflexive technologies, an examination of the state of the process, is investigated (features of a specific organization of independent work of students of a pedagogical school, college), psychological and methodological preparation of a contingent of teachers for the implementation of a personality-oriented system of work, the development of a reflexive analysis technology for independent work, the introduction of techniques and work algorithms that correspond to the

principles and methods of teaching (PALSHKOVA, BALAKIRIEVA, SKOROMNA, SHPALIARENKO, 2021; KRYSHTANOVYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021).

The psychological characteristics that are significant for educational activities, including for independent work, have been determined: the conflict between motivation, initial requirements and energy capabilities of students; consolidation of negative situational psychological phenomena, the transition to stable character traits, personal qualities; the traumatic nature of the uncertainty of the prospects for professional employment. It has been proved that further search for ways to optimize independent work should be sought at the intersection of external and internal factors of learning, paying attention to both the objective components of the educational process and their subjective reflection by students.

The actual problem of optimizing the independent work of students is taking into account their real time and physical capabilities in relation to the volume of the load. In the conditions of a pedagogical school, students do not know how to rationally organize their working day, they are too attached to mediocre conditions. It has been proven that this situation is due to both the specifics of this age group and the fact that the strategy of "parental care and custody" is actually continuing, but already on the part of teachers. Therefore, a significant part of students do not feel like adults, they are not able to take their lives under their control and self-government.

The subject of Awe, Church (2020) research is the creative approach of students of pedagogical schools to professional activities. We share the scientist's opinion that updating the content of pedagogical training in a pedagogical school and in a university in general should provide for the interconnection of three components: fundamental knowledge in the field of pedagogy, knowledge of the leading discipline, taking into account the specifics of the profession and independent work of students according to their interests. However, G. Gashimova warns that in teacher training there should be not a gross approach, but an individually differentiated one. The teacher should be an authority for students, a role model and a moral person. In this regard, she writes: "What is needed is not a cosmetic repair of the teacher training system, but a complete restructuring, the target of which is the formation of the teacher's creative individuality. We need a search for new technologies. "

At the same time, Sugimura et al (2018) believe that teacher training at the present stage of education development requires theoretical substantiation of innovative forms of education, especially in relation to subjects of the psychological and pedagogical cycle. A new approach to the professional and pedagogical training of future teachers, according to I. Bogdanova, is based on the creation of an integrated course in pedagogy as a synthesis of three new disciplines: pedagogical axiology, pedagogical anthropology and pedagogical technology, in the construction of which the modular principle of developing structure and content is used.

The author points out the need for methodological preparation of the future teacher. Note that Buldu, Armagan (2019) propose to make a number of changes in the teaching methods of individual subjects, in the study of pedagogy and special methods in pedagogical universities. The author attaches great importance to supporting schemes, the use of which aims at solving two problems: - "deep and solid assimilation of the theoretical material of the course, on the basis of which it is possible to solve pedagogical problems in the classroom and in practice; - persuading future teachers to systematically apply support schemes in the classroom, because this allows each child to be taught, to form a solid knowledge system ".

Modern teacher with competency-based approach is inherent in (FEDOROV, ZHURAVLEVA, POLYAKOVA, 2018; KRYSHTANOVYCH, KRYSHTANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020):

- "personally conscious freedom of organizing pedagogical activity not by order, but by inner urge and motive;
- the ability to take responsibility in identifying and solving difficult pedagogical problems;

- the ability to unite oneself of yesterday, look into the future, find new creative turns and pedagogical findings;
- the nature of understanding the meaning of risk in pedagogical work. " Scientists reveal the factors of psychological readiness of a graduate of a pedagogical school for professional activity:
- high professional training and professional competence;
- the presence of the author's methodology;
- ease of association;
- self-exactingness and perseverance;
- the courage of the mind and the freshness of the look.

By the beginning of teaching practice, students must reach the level of psychological and pedagogical training. We believe that this type of activity begins from the first day of a student's stay in a pedagogical educational institution. According to our research, successful practical training of future teachers with competency-based approach is carried out under the condition that in Table 1.

Table 1. Successful practical training of future teachers with competency-based approach

No	Name
1	compliance with the principles of consistency, consistency
2	development of a program of teaching practice in a certain relationship
3	clear planning of the types of pedagogical practice and the selective part of the curriculum

Source: Search data.

The level of educational and pedagogical skills depends on the level of development of practical skills. We have defined the following levels (SHEVCHENKO, MOSKALYOVA, KANAROVA, POZNANSKA, 2019):

The first level (initial) - the student does not independently possess professional skills, acts on the basis of life experience and intuition.

The second level (formative) - the student consciously and independently tries to apply knowledge in practice, but makes mistakes in professional speech.

The third level (search) - the student shows independence in the choice and implementation of professional activities on the basis of theoretical knowledge and practical skills obtained in practical and laboratory classes in special disciplines.

The fourth level (main) - the student tries to carry out professional activities on the basis of his own models, his own methodology, using knowledge in special disciplines and the experience of primary school teachers. In the conditions of the university, the educational process should be organized so that the maximum majority of students own the third and fourth levels. For this purpose, it is necessary (KENESBEKOVA, DUSEMBINOVA, MIRZA, SHAYAKHMETOVA, ALSHYNBAYEVA, 2019):

1) an emphasis on the practical direction in the training of future primary school teachers, educators of preschool educational institutions. Lecture and especially practical material of scientific content should be focused on vocational training. For this purpose, in the curriculum, in the content of classes, lay a professional model that would provide for the specified requirement. The possibilities of independent work of students should be interpreted in a different way, which should be of a research nature, and not abstract;

2) to improve the content of pedagogical practice, especially the system of assessing knowledge, skills and abilities. We believe that a student who has reached seventy percent of the 3rd and 4th levels can get an "excellent" grade for the lesson. From each discipline (pedagogy, methodology), it is necessary to submit a clear structure for the analysis of the lesson, taking into account the requirements of the present.

The active formation of the creative style of pedagogical activity of future teachers is to be promoted by classes on the methodology of teaching subjects and the latest technologies, and the conditions for this are provided by the following task of pedagogical practice: mastering modern methods and forms of pedagogical activity, new teaching technologies (BAKHOV, RYZHYKOV, KOLISNYK, 2018).

The technologies, ideas and elements of which can contribute to the effective formation of the creative style of activity of future teachers in the process of pedagogical practice with competency-based approach, include the following: personality-oriented, developmental learning, the formation of a creative personality and modular learning. The training of a teacher should be professionally oriented, awareness of the specifics of the profession is necessary.

CONCLUSIONS

At the present stage of the development of education, the problem of training a primary school teacher takes a leading place, priorities and new approaches to the formation of the personality of a future teacher are determined. The present requires the creation of an integral methodological system. Practical training makes it possible to fulfill the tasks set for the primary school. Higher educational institutions are called upon to prepare teachers with a comprehensive understanding of the tasks and prospects of educational reform, developed critical thinking, which are inherent in the features of strategists and innovators, who are ready to organize the teachings and knowledge of students in the process of creative educational activities. A modern teacher is no longer a relay of new knowledge, it is actually a mentor who knows how to organize the creative process of teaching and learning of students, who has developed creativity and critical thinking, communication skills and a high level of responsibility for their actions

We see prospects for further research in the improvement and effective implementation of effective forms, methods and means of forming the professional competencies of an elementary school teacher. Only innovative and humanistic approaches to the educational process and the implementation of the competence paradigm will direct modern primary education towards the formation of a person-citizen, for which civil society will become an environment in which it fully realizes its rights and freedoms, will reveal its capabilities and thus will consciously satisfy the interests and the needs of society as a whole.

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Implementation of a competency-based approach in the training of future primary school teachers

Implementação de uma abordagem baseada em competências na formação de futuros professores do ensino fundamental

Implementación de un enfoque por competencias en la formación de futuros profesores de primaria

Resumo

Assegurar a reforma do ensino primário atual prevê uma certa eliminação de restrições à atividade pedagógica, dando aos professores liberdade na interpretação dos programas educativos, utilizando formas e métodos de trabalho com os alunos mais jovens. Isso requer dos professores do ensino fundamental não apenas um conhecimento profundo, posse de um conjunto de competências e habilidades profissionais relevantes, mas também uma orientação para a criatividade pedagógica, para as necessidades do aluno no processo educacional, uma compreensão da sua própria responsabilidade pelos resultados. obtida, a capacidade de atuar efetivamente em condições de liberdade acadêmica e descentralização da escola. Nas condições modernas de reforma educacional, a relevância do problema em estudo é explicada por uma série de fatores. Portanto, consideramos a solução de certos problemas sociais e educacionais um componente importante da atividade do professor do ensino fundamental.

Palavras-chave: Pedagogia. Escola primária. Professor de escola primária. Instituições de ensino superior. Criatividade pedagógica.

Abstract

Ensuring the reform of today's primary school provides for a certain removal of restrictions in pedagogical activity, providing teachers with freedom in interpreting educational programs, using forms and methods of working with younger students. This requires from elementary school teachers not only deep knowledge, possession of a set of relevant professional skills and abilities, but also an orientation towards pedagogical creativity, towards the needs of the student in the educational process, an understanding of their own responsibility for the results obtained, the ability to act effectively in conditions of academic freedom and decentralization of the school. In modern conditions of education reform, the relevance of the problem under study is explained by a number of factors. Therefore, we consider the solution of certain social and educational problems to be an important component of the activity of a primary school teacher.

Keywords: Pedagogy. Primary school. Primary school teacher. Higher education institutions. Pedagogical creativity.

Resumen

Asegurar la reforma de la escuela primaria actual prevé una cierta eliminación de las restricciones en la actividad pedagógica, proporcionando a los profesores libertad para interpretar los programas educativos, utilizando formas y métodos de trabajo con los estudiantes más jóvenes. Esto requiere de los docentes de primaria no solo un conocimiento profundo, posesión de un conjunto de habilidades y habilidades profesionales relevantes, sino también una orientación hacia la creatividad pedagógica, hacia las necesidades del alumno en el proceso educativo, una comprensión de su propia responsabilidad por los resultados. obtenido, la capacidad de actuar con eficacia en condiciones de libertad académica y descentralización de la escuela. En las condiciones modernas de reforma educativa, la relevancia del problema en estudio se explica por varios factores. Por tanto, consideramos que la solución de determinados problemas sociales y educativos es un componente importante de la actividad de un docente de primaria.

Palabras-clave: Pedagogía. Escuela primaria. Profesor de escuela primaria. Instituciones de educación superior. Creatividad pedagógica.