

Development of Didactic and Methodological Competence of Primary School Teachers

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Annotation: this article is dedicated to the issue of the formation and development of professional competence of a teacher of primary lyceums and includes video material related to the development of concepts and methodological competence.

Keywords: competence, didactic-methodical, skill, skill, discipline, method, class, training, analysis, teacher.

The teacher of the initial classes is the only specialist teacher in the secondary gymnasium who teaches not one or two adjacent disciplines, but has knowledge and methodologies for teaching the entire spectrum of general education subjects of the basic plan. He needs to learn how to synthesize scientific and methodological knowledge in practical disciplines into a single unit. That is why the methodological competence of the teacher of the initial classes should be singled out as one of the most important in the complex of competently important properties of the teacher. Under the didactic, scientific and methodological competence of the teacher of primary lyceums, we understand the system of knowledge, skills, and acceptable combinations of methods of planning, organizing and managing the educational process of the student at school. In the course of the examination conducted by us, the state of formation of didactic, scientific and methodological competence among teachers of primary lyceums of the hektorodar schools was studied. Volgograd and graduate students of the Faculty of Sociology and Methods of Initial Training of VSPU (Volgograd State Pedagogical University) and Nikolsky Pedagogical University. It is interesting to analyze the information obtained by us during the study of gradations by teachers: professional competence, didactic and methodological competence, pedagogical nanotechnology. The processing of the results of the study assigned during testing, interviewing, and conversation allowed us to determine the relationship of teachers to the above-mentioned pedagogical gradations. Since there is a unified awareness of pedagogical nanotechnology today, the above term is also abused among teachers in different meanings by implication: as a system of actions for the implementation of the pedagogical process of the student, as an algorithm for the actions of the teacher and students, as a specific set of philological techniques, a presentation of the pedagogical system of the student, etc.

When defining the definitions of "didactic and methodological competence", "professional competence", teachers, regardless of work experience, had noticeable hardships. Some teachers (about 2/3) believed that the calculating criterion of a low level of didactic, scientific and methodological competence is knowledge and a certain number of practical practical techniques for the implementation of the educational process. Many teachers attached great importance to the presence of valuable qualities and skills that contribute to the choice of such allocations and methods of philological influence that most correspond to the goals and super-tasks, the content of a specific topic. Also interesting, in our opinion, is the assessment by teachers and students of the importance of the didactic and methodological competence of the teacher of primary lyceums.

Teachers with less than 5 years of experience emphasize that didactic and methodological competence is a prerequisite for professionalism; teachers with an experience of 3 to 5 years recognize the need for a formed didactic and methodological competence; novice teachers generally find it difficult to praise its role. About 30% of the total number of sociologists give a low assessment of the importance of didactic and methodological competence. The results of surveys of graduate students of special courses correlate with the above. Thus, we can confirm: what goals, self-values, ideals the teacher is guided by in the conduct of the educational process, what will be the nature of management, and its general educational results, and the effectiveness of the use of certain pedagogical technologies, which will determine one or another level of didactic, scientific and methodological competence of the teacher. The specificity of the didactic and methodological competence of the primary school teacher is determined by the goals and super-tasks of education and teaching in the primary gymnasium, the creation of requirements for the development of the child's individuality; gender characteristics and the specifics of the cognitive abilities of younger first graders; the content and rationality of a number of subjects, the elementary prerequisites of which are studied in the primary school; modification of the modern educational space, which includes the following types of schools: classical school (oriented to the transfer of knowledge), special schools with a detailed study of one or more objects, gymnasiums, universities, innovative gymnasiums based on poetic programs, the use of new methods, teaching tools, developing type schools, gymnasiums focused on one or more the newest systems of education. In the course of the research, the conviction of the teachers of the initial classes about the degree of the formation of their didactic, scientific and methodological competence was studied. With less than 3 years of work experience, 60% of teachers note a pronounced phenomenon of didactic and methodological competence; up to 3 years - only 24%. Such a result occurs due to the inclusion of teachers in research activities. Thus, it confirms our assumption that the research and discursive sphere is a system-forming one. It should be noted that the level of preparedness of didactic and methodological competence depends on the degree of formation of skills to solve certain types of educational and pedagogical tasks. Teachers with a high sublevel of didactic and methodological competence show a high degree of reliability and stability of the results of professional activity, successfully solve various philological tasks in different ways, while the regulatory function with an unsatisfactory level of preparedness of certain skills is played by the relationship of certain technical methods and techniques for designing, updating and managing the educational process at school. Our research shows that work at the level of pedagogical technologies is not currently available to every teacher. It cannot be assumed that the absence of appropriate knowledge, skills and methods in the didactic and methodological competence will allow less complete mastery of pedagogical technology. We will hardly close something new if we declare that in order to properly teach and educate a child, you need to know him.

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