

IMPROVEMENT OF METHODOLOGICAL COMPETENCE OF FUTURE
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Abstract: *The article is devoted to the formation of methodological culture among future teachers. The concepts of "methodological competence" and "research culture" are correlated. The pedagogical conditions for the effective formation of methodological culture are determined: reconstruction of the content of academic disciplines from the position of introducing methodological knowledge of science into them; attraction of methods of mathematical statistics for the processing of empirical material; the use of problematic and heuristic methods in teaching; conducting research practices; participation in student scientific forums based on the results of writing term papers and graduation papers. The article presents the experience of forming a methodological culture among bachelors studying in the direction of Pedagogical Education (with two training profiles) at a university.*

Keywords: *research culture, methodological culture, teacher education, teacher training, pedagogical research.*

Introduction. According to the professional standard of the teacher, the federal state educational standards, scientific research is an integral part of the professional activity of a modern teacher. Modernization of the content of professional pedagogical activity sets high demands on the quality of training of future economics teachers. Without methodological knowledge, it is impossible to competently conduct scientific research, compile and analyze quantitative data of experimental work. The ability to plan, implement and describe scientific research, reflect research is combined in the concept of "methodological component of the teacher".

Methodological competence accompanies the scientific research of students of higher educational institutions, and at the same time is its result. A future teacher with methodological competence learns to think with methodological knowledge in mind. However, despite the fact that course projects and graduation theses are written, the methodological culture of students of higher educational institutions is not at a high level. While studying at the university, students learn to work with scientific resources, try to do experimental work [1]. But in most cases, students' scientific research works are practically new and theoretically insignificant. As a rule, the scientific works of pedagogic students have a practical value expressed in

the preparation of technological maps, abstracts of experimental lessons, etc. The ability to search further, critically analyze and synthesize information, and apply a systematic approach to solving research problems is not unique to every graduate. A low level of methodological competence does not allow the use of scientific knowledge in the process of solving pedagogical situations.

The analysis of scientific literature from the point of view of studying the concept of "methodical component" showed that this concept has a dual character. On the one hand, methodological culture is considered as a synonym of the concept of "methodological competence", on the other hand - as a synonym of the concept of "research culture". Supporter of the first position Kapshutar M.A. [1], considers methodological culture as a component of professional culture, which includes the following components: consciousness of value, systematic knowledge in the field of scientific knowledge methodology, the ability to design, implement and evaluate the scientific research process; meta abilities; the experience of examining scientific activity. Supporter of the second position defines methodological culture as the content of: the ability to analyze one's scientific activity, the ability to provide scientific reasoning and critical thinking, the ability to creatively apply certain concepts, forms and methods of knowledge. The first approach is typical for academic and pedagogical staff, and the second - for university students. In our research, we are talking about the preparation of undergraduate students, so we stick to the second position. In our opinion, methodological culture implies readiness and ability for scientific research.

The reliability and validity of the research results is ensured by a combination of methodological and theoretical rules, the use of a statement experiment and reliance on the personal experience of the researcher [2].

Pedagogical conditions for the formation of methodological competence of future economics teachers are considered:

- to ensure the structure of educational programs in the directions of training of pedagogical personnel, including subjects, optional courses, optional subjects, practices dedicated to scientific research methodology.

- selection of problematic, heuristic methods in teaching of professors-teachers and preparing them for inclusion in educational technologies of studied subjects.

- development and use in the classroom of information and communication technologies, as well as methods of mathematical statistics for the analysis of empirical data.

- activation of student scientific forums, master classes, scientific-practical conferences that can reflect the results of the course and final research of students.

It is proposed to strengthen the mathematical component in the subject, where scientific pedagogical research methodology is used for the formation of

methodological culture. The study of the course can be divided into three modules: study of methodological features of research and research methods; organization and conduct of the experiment; mathematical methods in psychological-pedagogical research. In the aspect of studying the methods of mathematical statistics, it is necessary to study the features of the simplest numerical characteristics, normal distribution, paired and unpaired criteria, correlation analysis, and the construction of linear regression equations. Learning the elements of factorial and dispersion analysis. It is important to introduce students to specific statistical criteria. These methods include Student's test for connected and disconnected samples, Wilcoxon test [3].

The concept of "methodical competence" is complex and diverse. At the undergraduate level, it is necessary to talk about the synonymy of the concepts of methodological culture and research culture. The formation of methodological competence at the university is possible with the parallel use of information and communication technologies for the organization of educational information, student scientific forums, master classes, scientific-practical conferences, and the mandatory presence of the scientific research methodology course in the curriculum [4].

The content of the article is of interest in the formation of professional competence of future economics teachers. The results of the research can be useful in the development of educational science programs.

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