

IMPROVING PROFESSIONAL COMPETENCE OF TEACHERS IN DISTANCE EDUCATION

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Abstract: *In this article, the importance of improving the professional competence and training of future primary school teachers in the conditions of distance education, methods of improving their professional competence and training, comparative analyzes of professional and professional methodical competence, future primary school The content of improving the components of the mechanism of development of teachers' professional-methodical competence is presented .*

Key words: *Distance education, primary school subjects, future primary school teacher, professional competence, methodical competence.*

A modern future elementary school teacher should be advanced in all aspects, have a deep knowledge of his subjects, have pedagogical skills, love children, know the problem in practice and be able to find ways to solve the problem, In order to paralyze his methodical reserve, he should know the modern methods of independent learning.

Analyzing the requirements for a modern future primary school teacher, President Shavkat Mirziyoev's "It is necessary to form and educate patriotic individuals who can think independently, who can think correctly and act appropriately." We found it permissible to quote his comments [1]. In addition, the role of distance education in training such an advanced future primary school teacher will be high. One of the urgent tasks of today is to form the professional competence of the future elementary school teacher in the conditions of distance education, to improve his methodical training.

To date, it is necessary to take into account a number of scientific and theoretical factors in training a teacher who meets the requirements of the modern advanced labor market. In the process of this activity, the main stage is the competence and competence of the future elementary school teachers as the content of the creative approach.

Khutorskoy AV "used the concepts of "competence" and "competence" as synonyms for each other and shows the difference between them. Competence is interpreted as a general complex of the acquired knowledge of a pedagogue in terms of interrelated features (knowledge, skills, methods of activity), determined for certain defined topics and processes, necessary for the production of qualitative results in relation to them. [4, p. 6338].

Professional competences directly include special or professional competence, auto-competence, extreme professional competence, possible competence [6, p. 15] .

intellectual-creative, self in improving professional-methodical competence improvement, social-communicative, result-final stage is important [5, p. 11] .

The ability to systematically organize the initial stage, adaptive stage, reflexive and active stages of emphasizing the effectiveness of professional competences serves to develop the professional competence of future teachers [7, p. 11] .

Himmatalliev ensures the harmony of professional-methodical competence and competence, shows the stages of professional development of a person, the content of competences, the qualities of a person of specialties in the cross-section of courses [8, p. 11] . Readiness is considered an integral formation of personality, which includes motivational, emotional-volitional, attitude-behavioral and evaluation components [9, p. 23] .

The formation of the professional competence of the future elementary school teacher as a result of learning in the conditions of distance education can be carried out only with strict observance of didactic conditions, which are as follows:

a) developing and implementing an interdisciplinary course in the educational process, providing pedagogical support, and in the process of forming a modern idea about the professional competence of future primary school teachers, their pedagogical self-improvement To provide organizational and methodical support as readiness and ability to understand oneself;

b) to ensure the integrative character of the process of forming the professional competence of future primary school teachers.

IAZimnyaya [10] , VDSHADRIKOV [11] , YMASADOV [3] theoretically and methodically analyzing the concept of competence showed that it is possible to form a modern competence by making the educational program prepared for the future teacher unique. .

Based on the above tasks, we believe that the components of the mechanism of development of professional and methodical competence of future primary school teachers have the following compatibility (see Table 1):

Mechanism of development of professional-methodical competence

Table 1 of the compatibility of components .

Professional competence	Methodical competence	Professional-methodical competence
Uniqueness	Activity planning	Modernization of the educational process
Thirst for theoretical and practical knowledge	Mastering the theoretical and practical knowledge of the lesson	Practical testing of acquired theoretical knowledge at the stages of independent education and implementation of master classes
Practical skill	Follow the steps of the lesson	Taking into account the dynamics of learning in the educational process before organizing activities (identifying problems and gaps), as well as applying technological development innovations in the subjects taught in primary education
Creativity	The method of understanding the topic	Achieving individualization of activities with a creative approach used in the educational process
Communication with ICT	Ability to communicate new knowledge using digital technologies	Achieving technological stability through remote knowledge and practical activities

In our opinion, the components of the mechanism of development of professional-methodical competence of future elementary school teachers should be systematically developed and serve to improve the existing opportunities.

It is appropriate to divide the components of the mechanism of development of professional-methodical competence of future elementary school teachers into 3 groups:

1. Stages of pedagogical development;

2. Selected methods of activity;

3. Content of implementation.

future primary school teachers is implemented in several content and stages:

1. Implementation of the components of the mechanism of professional-methodical competence development through organic step-by-step processes aimed at independent education.

first, to develop criteria for independent education;

secondly, systematization of independent learning content (textbook, site, web quest materials);

independent education ;

predicting the outcome of independent learning.

2. Implementation of the components of the mechanism of professional-methodical competence development by conducting master classes and creating a new environment.

systematization of the content of theoretical knowledge;

test the acquired knowledge in practical activities;

pay attention to the individualization of experiences tested in practice;

to identify the shortcomings of the tested practical knowledge and pass it on as a practical lesson.

Individualized of approach main purpose to educate an all-around mature pedagogue and formation Process steps are mediated manage based on technologies appears. of education present innovative development stage meaningful, systematic by implementing functions all-rounded, competitive, independent is to create conditions for educating a pedagogue. Individualized of approach pedagogical importance and essence of delivery as follows reflection delivered: education organized for the student of the process mandatory discreteness total loss his ensuring integrity; developing of information independent in flow knowledge and direction opportunity and ability to receive decision find provide flexibility to this process; the student inclusion in the educational process as a subject, is to provide integrated and harmonized various effects in the activities of the pedagogue [12,17b]

The components of the mechanism of development of the professional-methodical competence of future elementary school teachers, taking into account

the dynamics of assimilation of innovations in the process of improvement through independent education and master classes, the individualization of activities with a creative approach also serves to improve methodical training. In our opinion, consideration of novelty and individualization of creative activity includes the following stages:

Step-by-step determination of the dynamics of independent education of the future primary school teacher, the technological development of the stages of master classes and the acquisition of news in the subjects taught in primary education:

trial classes are organized;

existing knowledge and competence are determined ;

the content of distance learning materials through the dynamics of acquisition is recommended.

1. Determining whether the subjects taught in primary education are up to date, based on foreign experience, international assessment programs and technological development:

the content of the new generation textbook and target-motivational activities are integrated ;

the content of international experiences is embedded in every educational activity.

2. Special attention should be paid to the individualization of the creative approach of the materials aimed at developing the professional-methodical competence of future elementary school teachers:

it is possible to improve the list of sites aimed at improving methodological training based on the focus on improving professional-methodical competence;

the materials given in the lectures should have creative content and should be intended to individualize the work of the future elementary school teacher aimed at improving his professional-methodical competence.

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