



THE DEVELOPMENT OF FUTURE ECONOMICS TEACHERS'
METHODOLOGICAL PROFICIENCY

Djumanazarova Zamira Kojabayevna

Senior lecturer at Oriental University

Phone: 90-933-11-17

Email: zamira.kojaboevna@mail.ru

Abstract: *The establishment of methodological culture among aspiring teachers is the focus of the paper. The terms "research culture" and "methodological competence" are connected. The reconstruction of academic disciplines' content from the standpoint of introducing methodological knowledge of science into them; attraction of mathematical statistics methods for the processing of empirical material; use of problematic and heuristic methods in teaching; conducting research practices; participation in student scientific forums based on the results; and The experience of developing a methodical culture among bachelor's degree candidates at a university pursuing Pedagogical Education (with two training profiles) is described in the article.*

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

Introduction. According to federal, state, and professional standards for education as well as the teacher's code of conduct, scientific research is an essential part of a teacher's professional activity in the modern era. The modernization of professional pedagogical activity's content tests the caliber of aspiring economics educators' preparation. It is impossible to adequately gather and analyze quantitative data from experimental activity without methodological skills. The concept of the "methodological component of the teacher" brings together the ability to plan, conduct, describe, and reflect scientific study.

Methodological competence is a prerequisite for and an outcome of the scientific research that college students do. A potential teacher who is methodologically proficient develops critical thinking skills. Despite authoring course projects and graduation theses, students' methodological culture is not at a high level in higher education institutions. Universities teach their students how to use scientific equipment and seek to conduct experiments [1]. The vast bulk of student-conducted scientific research, however, is novel and theoretically unimportant. Science research conducted by pedagogy students typically includes applications in the form of technology maps, abstractions of experimental teachings, etc. Every graduate is capable of conducting additional searches, analyzing and integrating information, and using a variety of tools.

The analysis of the scientific literature demonstrated that the concept of "methodical component" has a dual nature from the perspective of research. On the one hand, the ideas of "methodological competence" and "research culture" are seen as synonyms for the term "methodological culture," and on the other, both concepts are seen as synonyms. While the second method is typical for college students, the first strategy is typical for academic and



instructional experts. Due to the focus of our study—the preparation of undergraduate students—we continue to take the second position. Our analysis indicates that a methodical culture indicates aptitude and readiness for scientific study.

The purpose of this essay is to present a practical way for increasing the methodological proficiency of aspiring economics teachers.

Materials and procedures. The reliability and validity of the research findings are guaranteed using a combination of methodological and theoretical standards, a statement experiment, and reliance on the researcher's personal experience [2].

The following pedagogical conditions are taken into consideration for potential future economics teachers:

- to ensure that educational programs are designed to assist the growth of pedagogical staff, particularly in regards to subjects, optional courses, optional topics, and practices committed to scientific research technique.

- using dubious heuristic teaching methods to prepare professors and instructors to use educational technologies for the subjects they are teaching.

- the creation and application of ICTs in the classroom, along with mathematical statistical techniques for the analysis of empirical data.

- the creation of student scientific forums, master classes, and scientific-practical conferences that can showcase the outcomes of courses and student final research.

The mathematical component of the course, which fosters a methodology-based culture through the use of scientific pedagogical research methodologies, is advised to be strengthened. The study of methodological elements of research and research methodologies, the planning and execution of experiments, and the use of mathematical tools to psychological-pedagogical research make up the three modules that make up the course. In order to master mathematical statistics, it is necessary to study the elements of the most fundamental numerical features, normal distribution, paired and unpaired criteria, correlation analysis, and the construction of linear regression equations. Learning the elements of factorial and dispersion analysis. Children must be taught according to specific statistical norms.

The particular elements of setting up and conducting a pedagogical experiment are the focus of the second module. In its broadest meaning, an experiment involves the experimental testing of an idea. Working with the appropriate module led to the development of the formative experiment program. If at all possible, students will choose diagnostic diagnostic units to finish when working on the first module of the course syllabus.

Conclusion:

The term "methodical competence" has a wide range of applications. At the undergraduate level, the concepts of methodological culture and research culture ought to be considered as synonyms. Methodological competence can be developed at the university thanks to the simultaneous use of information and communication technologies for planning educational content, student scientific forums, master classes, scientific-practical conferences, and the inclusion of the scientific research methodology course in the curriculum [4].



The topic of the paper is important for the professional development of aspiring economics teachers. The research's conclusions may be useful in developing programs for scientific education.

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