



Formation Of Communicative Competence Of Future Primary School Teachers

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ABSTRACT

This article examines the competencies acquired during the training of primary school teachers, which is quite naturally related to the fact that the main result of the teacher's activity should be the harmonious, comprehensive and all-encompassing development of the younger generation.

Successful acquisition by primary school learners of knowledge and skills within a particular academic discipline is only possible if the teacher himself distinctly and clearly understands what methods, technologies and techniques can be used to improve the quality and efficiency of the educational process.

Keywords:

Teacher activity, communicative competence, effectiveness of the educational process.

Consideration of the competencies acquired during the training of primary school teachers is quite naturally related to the fact that the main result of the teacher's activity should be the harmonious, comprehensive and all-encompassing development of the younger generation. To guarantee the achievement of this goal, the teacher must have a whole complex of subject, meta-subject and special professional competencies.

Successful acquisition by primary school learners of knowledge and skills within a particular academic discipline is only possible if the teacher himself distinctly and clearly understands what methods, technologies and techniques can be used to improve the quality and efficiency of the educational process.

As noted by M.R. Lvov, a teacher of the Russian language in junior grades must have not only certain personal, but also professional qualities. In addition, it is quite natural that the teacher himself must perform at a high level the actions that he teaches to schoolchildren.

Consequently, the skills of writing dictations, presentations and essays, analyzing texts, and parsing words are system-forming in the structure of the competence of a future teacher of the Russian language in primary school.

In N.A. Isaeva's work the complex of professional competencies was used to develop the author's strategy for communicative training of bachelors in literature at pedagogical universities. Carrying out scientific understanding of the formation process of communicative competencies, N.A. Isaeva speaks about the need to take into account the peculiarities of the cognitive orientation of the training of future primary school teachers, as well as the structure of the competency model in this area of training. The author calls hypertext support, which is capable of providing the above-mentioned meta-subject connections, as the main and progressive method of teaching.

Developed by N.A. Isaeva's author's strategy for communicative training of bachelors of pedagogical universities is

determined through a complex of general professional and special competencies, using a new hypertext learning space and various pedagogical technologies, the ability to use which will allow the formation of a good level of communicative competence of a student of a pedagogical university.

In the researches of N.E. Sinichkina, linguomethodological competence is considered as system-forming in the structure of the competency model of future primary school teachers of philological disciplines. The author defines it as "the process of continuous pedagogical education in socio-psychological, conceptual, methodological and methodical aspects." In this regard, the researcher developed a model for developing the above-mentioned competence among students of philological specialties at pedagogical universities. The model of N.E. Sinichkina is a combination of three components: axiological, cognitive, operational-activity. For each of them are established methodological principles for the formation of the educational process, technologies, and content that will contribute to the achievement of the set goals - the training of highly qualified primary school teachers of the Russian language.

At the same time, the main principle remains variability and diversification of education. This model describes the educational environment, including the style of pedagogical thinking, the process of continuous pedagogical education, content, methods and forms, and also formulates a methodological framework based on the principles of competence-based, activity-based, humanitarian approaches and the theory of contextual learning.

The goal of professional training of the future primary school teacher in the disciplines of the linguistic cycle and methods of teaching the Russian language is to develop the skills to solve professional problems in the field of language education of primary schoolchildren or the formation of communicative competence. The result of learners' training is formed communicative competence. The methodological basis for the implementation of this goal is a concept based on the competence-substantive and structural-activity approach.

Principles of organizing the educational process in the context of the formation of the specified competence: fundamentality; professional design; deep awareness of the meta-subject function and meaning of the Russian language; interdisciplinary integration of the Russian language with other subjects; practice-oriented teaching, etc. The principle of practice-orientation, which is the fundamental principle of the competency-based approach, will make it possible to more effectively and successfully solve various problems of native language teaching methods that arise during the organization and implementation of the educational process.

Without a doubt, the professional training of future teachers should be carried out using innovative pedagogical and information technologies, which will ultimately provide future primary school teachers with the necessary level of flexibility and professional adaptation. The further development and improvement of the public education system, as well as higher pedagogical education (from the point of view of training primary school teachers), in its future, is connected with the international research PIRLS and national research EGRA and EGMA taking place in the Republic of Uzbekistan, which is to improve the quality and efficiency of communicative training of future primary school teachers to work in primary classes. In this regard, the content of communicative training should include developmental tasks aimed at preparing students to participate in these studies. Therefore, technologies for critical thinking, technology for assessing spelling and reading literacy, as well as technology for productive and meaningful reading are offered.

The targets formulated above made it possible to establish the following system of methods used in the formation of communicative competence: case method, problem method, B. Bloom's analytical-synthetic method, 6 hats, SCAMPER, analysis of author's methods, various graphic organizers, etc.

The implementation of these methods should take place in the format of problem-solving lectures, seminars, practical work, as

well as during the teaching practice of learners. In addition, today there is an urgent need to involve learners themselves in the process of searching and developing innovative technologies for organizing the educational process. For this purpose, various projects are used to select, study and analyze proprietary methods for developing speech, developing spelling literacy, and developing linguistic competence.

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