

The Development of The Methodological Competence of Future Economics Teachers

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Abstract

The article is devoted to the development of methodological culture among future teachers. The concepts of "methodological competence" and "research culture" are correlated. The pedagogical conditions for the effective development 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 developing 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

Scientific research is a crucial component of a teacher's professional activity in the modern period, according to federal and state educational requirements and the teacher's code of conduct. The quality of prospective economics instructors' preparation is put to the test by the modernization of professional pedagogical activity's content. Without methodological expertise, it is impossible to competently collect and analyze experimental work's quantitative data. The idea of "methodological component of the teacher" combines the capacity to organize, carry out, describe, and reflect scientific research.

Scientific research conducted by students in higher education institutions is accompanied by and also results from methodological competency. A future teacher who is methodologically competent gains the ability to think critically. The methodological culture of students in higher education institutions is not at a high level, despite the writing of course projects and graduation theses. Students at universities learn how to use scientific tools and attempt to conduct experiments [1]. However, the majority of scientific research done by students is theoretically unimportant and practically new. Typically, pedagogy students' scientific research has a practical significance that manifests itself in the creation of technology maps, abstractions of experimental lessons, etc. Every graduate has the capacity to do additional searches, critically evaluate and integrate material, and use a methodical approach to solve research challenges. Lack of methodological expertise prevents the application of scientific knowledge to pedagogical problem-solving.



The investigation of scientific literature from the perspective of researching the idea of "methodical component" revealed that this idea has a dual nature. Methodological culture is viewed as a synonym for the concepts of "methodological competence" and "research culture" on the one hand, and both concepts on the other. Supporter of the first position Kapshutar M.A. [1] believes that methodological culture is a part of professional culture, which also includes consciousness of value, systematic knowledge in the area of scientific knowledge methodology, the capacity to plan, carry out, and assess the research process for scientific studies, meta abilities, and experience in analyzing scientific activity. A supporter of position two Methodological culture, according to P.I. Pidkasti [2], is the ability to critically evaluate one's scientific work, to apply scientific reasoning and critical thinking, and to creatively apply certain ideas, forms, and methods of knowledge. The first strategy is typical for academic and instructional professionals, whereas the second strategy is normal for college students. We remain with the second stance because the topic of our research is undergraduate students' preparation. According to our analysis, methodological culture denotes aptitude and willingness for scientific study.

The article's objective is to demonstrate the working technique used to develop the methodological competence of aspiring economics teachers.

Materials and Methods

A combination of methodological and theoretical rules, the use of a statement experiment, and reliance on the researcher's personal experience are used to ensure the reliability and validity of the research results [2].

Future economics teachers are taken into consideration under the following pedagogical conditions:

- to make sure that educational programs are structured in ways that support the development of pedagogical staff, notably with regard to topics, optional courses, optional topics, and practices devoted to scientific research technique.
- choosing questionable, heuristic teaching techniques for professors and teachers in order to have them ready to use educational technologies for the subjects they are studying.
- 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.

It is suggested to strengthen the subject's mathematical component, which uses scientific pedagogical research methods to create a culture of methodology. Three modules make up the course's study: the study of methodological aspects of research and research methodologies; the planning and execution of experiments; and the application of mathematical techniques to psychological-pedagogical research. The aspects of the most basic numerical characteristics, normal distribution, paired and unpaired criteria, correlation analysis, and the creation of linear regression equations must all be studied in the context of learning mathematical statistics. gaining knowledge of factorial and dispersion analysis components. It's crucial to teach kids to particular statistical standards. These techniques include the Wilcoxon test and the Student's test for linked and disconnected samples [3].



Consider the study model for the module's first section, "Study of Methodological Features of Research" (Table 1).

Table 1. Studying methodological features at different stages

Step 1. Studying the methodological features of the research											
Problem	Topic	Relevance	Object	subject	Purpose	Task	Hypothesis	Protected rules	Novelty	Theoretical significance	Practical significance
In the first practical lesson, students determine the problem, topic, object, topic, goal, tasks											
Step 2. Study the requirements for creating a bibliographic list.											
Stage 3. Work with electronic libraries. Selection of literature on the topic of research. Output: bibliography.											
Step 4. The relevance of the research is determined											
Step 5. Identify the main concepts of the study. Learning how to analyze content.											

The second module is devoted to the special aspects of setting up and carrying out a pedagogical experiment. An experiment, in its broadest sense, entails the experimental testing of a theory. The formative experiment program's structure is the outcome of working with the suitable module. When working on the first module of the course syllabus, students will select diagnostic diagnostic units to complete, if at all possible. Table 2 gives a general breakdown of the experimental program's structure.

Table 2. Approximate structure of the experimental program

Section of the experimental program	Content
Performers	The direction of the experiment leader and the teachers who carry out the teaching effect is indicated.
Goal	Expected result expressed in quantitative change of quality indicators.
Diagnostic tools	Techniques for calculating indicators, evaluation tools
The thematic plan of the experiment	The number of experimental lessons (classes, classes) is indicated
Criteria for evaluating the expected results	Criteria for the effectiveness of the experiment are formed

Conclusion

The idea of "methodical competence" is broad and multifaceted. The ideas of methodological culture and research culture should be discussed as synonyms at the undergraduate level. The simultaneous use of information and communication technologies for the planning of educational information, student scientific forums, master classes, scientific-practical conferences, and the requirement of the scientific research methodology course in the



curriculum makes it possible for methodological competence to be developed at the university [4].

The article's subject matter is pertinent to the development of future economics teachers' professional competence. The research's findings may be helpful in creating science education initiatives.

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