



THEORETICAL AND PRACTICAL FOUNDATIONS FOR DEVELOPING METHODOLOGICAL THINKING IN IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE TEACHERS

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Abstract

This article analyzes the development of methodological thinking in improving the methodological training of future teachers. The interrelationships between analytical, semantic, modeling, project-based, and constructive components and their significance in pedagogical activity are highlighted. The methodological foundations for the effective organization of classroom activities and the use of modern pedagogical and information technologies are revealed. The role of methodological culture and methodological thinking in the development of professional competence of future teachers is scientifically substantiated.

Keywords: methodological training, methodological thinking, professional competence, methodological culture, pedagogical process.

Introduction

Developing methodological thinking in future teachers through the study of subject teaching methods is a crucial pedagogical process. This process is accomplished through solving typical and specific educational and methodological problems. Methodological training includes not only the acquisition of theoretical knowledge but also the ability to apply it in practice, analyze pedagogical situations, and make optimal decisions. Therefore, the professional training of future teachers must comprehensively develop such components as analytical, semantic, modeling, project-based, and constructivist. The analytical component serves for an in-depth analysis of educational materials, determining their content, didactic, and methodological characteristics. The semantic component presupposes an understanding of the content and essence of knowledge, their interrelationships, and



the development of a system of concepts. The modeling component allows for the proactive planning of various aspects of the pedagogical process and the prediction of their effectiveness.

Design and constructivist components are essential for the effective organization of the educational process, defining lesson goals and objectives, and selecting teaching methods and tools. The combination of these components facilitates the effective organization of student learning activities within the context of educational activities. It is also important to select and analyze educational materials and determine their educational, moral, and ideological potential. The correct selection of teaching methods, techniques, and tools, as well as the development of teacher-student interactions in specific pedagogical situations, are considered among the key indicators of methodological preparation. According to many researchers, a teacher's effectiveness is determined by their methodological culture. Methodological culture is characterized by a teacher's level of creativity in their teaching, the ability to think independently, and the ability to develop new methodological ideas and implement them in practice. In this sense, methodological culture serves as an integrative indicator of a teacher's professional maturity and is an important condition for the implementation of pedagogical innovations [1].

Practical classes are of primary importance in the teaching of auxiliary historical subjects. It is during practical classes that students develop skills in applying theoretical knowledge in real pedagogical situations. This contributes to the improvement of the professional readiness of future teachers. During practical classes, students actively participate in sharing experiences, analyzing lesson plans, and identifying and correcting methodological errors. As a result, they develop a reflective approach, that is, the ability to analyze and evaluate their own work. Effective use of modern pedagogical and information technologies is also an important component of methodological training. ICTs can be used to organize the educational process in an interactive manner, develop students' independent learning skills, and enhance their cognitive activity. This, in turn, leads to improved education quality.

Methodological training plays a vital role in developing the professional competence of future teachers. Professional competence is an integrated set of knowledge, skills, qualifications, and personal qualities that enables a teacher to effectively teach. Therefore, many scholars recognize methodological training as a key factor in



professional competence. In particular, the importance of methodological training in developing the professional competence of physics teachers is emphasized, as it determines a teacher's ability to explain subject content, conduct experiments, and explain complex concepts in simple language.

Future teachers must develop as broad-minded individuals, knowledgeable about scientific and technological advances, and capable of analyzing social processes. To achieve this, they must first create an effective educational environment using methods appropriate to their professional field. Such an environment also contributes to the formation of a positive image of the educational institution. Secondly, future teachers should strive to acquire knowledge not only from the teacher but also from various external sources, developing independent thinking and comprehensive analytical skills. This creates favorable conditions for further strengthening their methodological training. This approach is universally applicable to all subjects. For example, in developing the professional competence of future English teachers, an important factor is fostering students' interest in science. Researcher F. Ibragimova emphasizes the need for a phased implementation of this process, substantiating the interrelationship between motivation, activity, and reflection [2].

According to V. A. Adolf, a true teacher is distinguished not only by a thorough knowledge of teaching methods but also by the ability to consciously respond to various methodological systems and develop their own unique teaching style [3].

This reflects the teacher's methodological independence and creativity. Methodological knowledge forms the basis of methodological competence. This knowledge manifests itself in the form of general methodology and specific methodology. While general methodology studies the general laws of the educational process, specific methodology develops teaching methods within a specific discipline. Thus, a teacher's methodological competence is formed through the combination of these two areas. The level of development of methodological thinking is one of the most important indicators of a teacher's professional performance. It is through methodological thinking that a teacher seeks effective teaching methods, develops new methodological solutions, and continuously improves the educational process. This fully corresponds to the fundamental requirements of the evolving concept of education [4].

In conclusion, improving the methodological training of future teachers and developing their methodological thinking and methodological culture is one of the



priority tasks of the modern education system. Effective organization of this process allows us to prepare highly qualified, creative and competitively capable teaching staff.

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