

Didactic Support for the Development of Methodological Competence of Future Primary School Teachers

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	Abstract This article discusses didactics, the purpose, tasks, and principles of didactic support in developing the methodological competence of future primary school teachers.
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Introduction

Didactic support is an important tool in developing the methodological competence of primary school teachers. It helps organize the learning process effectively and makes the educational experience engaging and beneficial for future primary school teachers.

Didactics is a branch of pedagogy that studies the general laws of the educational process.

The term "didactics" originates from Greek: *didasko* – to teach, *didaskalos* – teacher. Literally translated, "didactics" means the theory of teaching. The term was introduced into science by the German pedagogue Wolfgang Ratke (1571–1635). Didactics is understood as a scientific discipline that studies theoretical and methodological foundations.

The fundamental scientific bases of didactics were first developed by John Amos Comenius (1592–1670), who wrote *The Great Didactic* in the Czech language in 1657. Comenius understood didactics as “the art of teaching everything to everyone.”

Prominent scholars such as J.H. Pestalozzi, I. Herbart, K.D. Ushinsky, V. Ostrogorsky, and P. Kapterev made significant contributions to the development of didactic theory.

General didactics is closely intertwined with subject-specific teaching methods and, based on their data, reveals the general laws of teaching. At the same time, it serves as a foundation for methods specific to each subject.

Didactics sets out to discover general teaching laws that align with the goals of thoroughly educating future primary school teachers.

It addresses broad issues of organizing education: the essence of the teaching process, the content of education, teaching laws, principles, methods, and organizational forms.

The teaching process involves both the teacher’s instructional activities and the students’ specially organized learning activities. In this context, attention should be paid to analyzing these processes.

In education, the teacher’s managerial role stems from the social foundations of their profession. It requires mastery of the rich experience of ancestors and the achievements of humanity in knowledge, labor, communication, general relations, aesthetics, and ethics accumulated over centuries.

Didactics and methodology are closely related and interdependent. Didactics explores the general laws of teaching, while specific methods are developed within subject-specific methodologies.

Subject-specific methodology is a branch of pedagogical sciences that studies the laws, methods, tools, forms, and strategies of teaching individual academic subjects. It is one of the core areas of pedagogical sciences. Subject-specific methodology develops based on general didactics and can only evolve by relying on its theoretical generalizations.

When didactic laws are applied to a specific subject, they form the foundation for that subject’s methodology and reveal the universal aspects of teaching.

Didactic principles are teaching guidelines that determine the laws, content, and methods of the educational process. Didactics, as a branch of pedagogy, seeks answers to questions such as: "Why should we teach?", "What should we teach?", "How should we teach?", "To what extent should we teach?", "Whom should we

teach?", "Where should we teach?", and "What resources should we use in teaching?" Therefore, the set of rules that standardizes the teacher's pedagogical mastery and the student's learning activity to achieve predetermined goals forms the essence of didactic principles used in the educational process.

These principles reflect connections among goals, content, methods, organizational forms, instructional tools and techniques; between labor and educational activities; at different stages of education; within pedagogical and work processes; and between collective and individual development of learners. Didactic support plays a crucial role in developing the methodological competence of future primary school teachers.

Didactic support refers to the aggregate of all tools and resources necessary for organizing the activities of the teacher and future primary school teachers during the teaching process, effectively managing the educational process, and ensuring solid knowledge acquisition. It is important to understand the concept of didactic support. It consists of all the material resources created by humans used as tools to help teachers and future primary school teachers achieve their goals of education, upbringing, and development during the teaching process.

The purpose of didactic support is to assist participants of the lesson in comprehending learning materials and reinforcing acquired knowledge.

Forms of didactic support include: lecture texts, slide sets for presentations, handouts, visual aids, object models, audio and video materials, exercise collections, problem sets, test databases, and task collections [4].

The task of didactic support is to organize lessons effectively, impart new knowledge, and form knowledge, skills, and competencies in future primary school teachers.

The methodological training of future primary school teachers involves mastering a specific set of methodological knowledge, skills, and didactic support tools—elements of methodological competence—for future professional activity. Key components of such support include:

Curriculum and syllabi: These provide a foundation for teachers to plan and monitor the educational process. They play a vital role in developing methodological competence since the teacher determines the goals, content, and methods of the lesson.

Instructional-methodological materials: These include teaching materials, methodological manuals, books, and educational journals that help teachers enhance

their pedagogical and methodological knowledge. They enable primary school teachers to conduct lessons using various methods [1].

Pedagogical technologies: To ensure a high level of methodological competence, it is essential to use modern pedagogical technologies (e.g., interactive learning, multimedia tools). These methodological tools increase the engagement of future primary school teachers and encourage active participation in the learning process [1].

Teaching materials: These include lectures, presentations, slides, educational programs, tests, and other teaching resources used by the teacher, which contribute to the development of future primary school teachers' cognitive activity [2].

Assessment and evaluation tools: Teachers use various tools (tests, exams, project work) to assess the knowledge and skills of future primary school teachers. These tools help identify their level of knowledge retention [3].

Didactic support is a key tool in developing the methodological competence of future primary school teachers. It helps teachers organize the educational process effectively and enables students to acquire knowledge in an engaging and useful way. Didactics is a scientific discipline that studies the general laws of the teaching process and integrates pedagogical activity with learners' cognitive activity. Didactic support encompasses curricula, instructional-methodological resources, pedagogical technologies, teaching materials, and assessment tools. These components help improve teachers' methodological knowledge, ensure effective teaching, and facilitate solid knowledge acquisition among learners. Furthermore, didactic principles guide teachers in setting educational goals and determining which methods and tools to use. These processes significantly contribute to enhancing teachers' pedagogical skills and learners' intellectual development.

In conclusion, didactic support is a fundamental tool in developing a teacher's methodological competence and plays an important role in making the educational process more effective and interactive. It serves to enhance the professional qualifications of future primary school teachers and improve the overall quality of education.

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