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Methodology for Developing Transversal Competencies of Future Teachers Based on A Modular Competency Approach

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Abstract

This research article examines, from a scientific and analytical perspective, a methodology for developing transversal (general professional) competencies in future teachers based on a modular competency-based approach. The flexible structure, practical focus of modular learning, and the potential for integrating competencies are considered an effective tool for developing transversal skills and qualifications.

Keywords: Modular competency approach, transversal competencies, future teachers, methodology, general professional skills, pedagogical education, competency approach.

Introduction

The development of transversal competencies of future teachers is one of the pressing issues of the modern education system. Transversal competencies are general skills and qualifications that are not specific to a particular field, but are necessary in various areas of activity. Professional reflection, as a process of self-awareness aimed at personal and professional development, is an important tool in the development of transversal competencies.

The methodology for developing transversal competencies based on professional reflection ensures the personal and professional development of future teachers. The use of innovative technologies makes this process effective and interesting. This methodology helps teachers succeed not only in the educational process, but also in other areas of life.

During the research period, attention was paid to the thorough formation of the methodology for developing transversal competence of future teachers at higher educational institutions. The process of developing transversal competence of future teachers of technological education was organized on the basis of the following methodology:

1. Working curriculum.
2. Training materials by modules.
3. Test tasks for controlling students' knowledge.
4. Practical tasks.
5. Learning cases.
6. Individual tasks.

7. Tasks for independent work.
8. Educational and methodological handouts.
9. Glossary.
10. Presentation.
11. Website

The following is a summary of the general essence of this methodology.

I. Working curriculum. In forming the working curriculum for the subject “Food Preparation Technology” based on professional reflection, the characteristics of the subject and the completeness of each module were taken into account.

II. Training materials for modules. In their formation, it was assumed that the essence of basic concepts would be revealed, and consistency, coherence, and systematicity in presenting important and necessary training information would be ensured. The training materials presented to the students had the following structural structure, based on the nature of the training:

III. Test tasks to control students' knowledge. When developing tasks of this type, it was considered appropriate that they be non-standard. After all, non-standard tests encourage students to think, systematize the acquired knowledge, and apply existing theoretical knowledge in practice. At the same time, non-standard tests were developed for the subject "Food Preparation Technology" based on the model "Primary Processing of Vegetables and Cutting Methods for Various Dishes".

IV. Individual tasks. When conducting the research, individual tasks were prepared for individual students, small and large (academic team) groups, taking into account the nature of the educational task - its complexity, and the time budget required for its implementation. For example, individual tasks were developed for groups on the module “Primary processing of vegetables and methods of cutting for various dishes” based on the “Logical confusing chain” method.

V. Practical tasks (practical exercises). One of the distinctive features of the academic subject “Food preparation technology” taught at universities is the basis of the process of developing practical skills and qualifications in future technological education teachers on practical tasks. Therefore, during the research, attention was also paid to the formation of a set of practical tasks for educational modules. Practical tasks were assigned to pairs and small groups according to their level of complexity.

VII. Tasks for independent work. In modern conditions, independent work of students (independent learning) is considered an important component of the educational activity organized in higher education institutions. This requires the preparation of tasks for independent work of students (independent learning) and methodological instructions for their implementation.

During the research period, tasks for independent work of students (independent learning) for each module and methodological instructions for the implementation of such tasks were prepared, taking into account the general characteristics of the subject.

VIII. Educational and methodological handouts. During the research period, attention was also paid to the preparation of handouts that included little (very little) and a lot of educational material for individual students and small groups. The didactic potential of handouts is that they allow saving time, full absorption of educational information, and consistent, effective work with educational information. In particular, handouts containing little (very little) educational material were prepared for small groups on the “Types of Food Products” module.

IX. Glossary. Among the educational and methodological materials prepared during the research, attention was also paid to the creation of a mini glossary (explanatory dictionary) by module. Mini glossaries by module were formed on the basis of giving practical assignments to small groups and as a form of independent learning.

Two different methods were used to form a mini glossary in small groups. That is: 1) the basic concepts were expressed in three languages - Uzbek, English and Russian; 2) the basic concepts were expressed in three languages - Uzbek, English and Russian, and the meaning of the basic concept was expressed in Uzbek. The following glossaries of both types, formed by small groups during the research period, are given as examples.

X. Presentation. Electronic information educational resources have a flexible nature for the educational process. The larger the volume of educational material, the slower the use of EATR. However, despite this, EATR has the ability to copy the material offered, process it, and prepare new educational materials based on the received material.

XI. Website www.texta'lim.uz

The technology of food preparation, thus, includes not only traditional knowledge, but also all the tools necessary for studying modern technologies, improving professional skills and effectively managing education. This expands the interactive, practical and technological aspects of the educational process.

Figure 1. https://textalim.uz/. login window.

The purpose of the platform prepared for the subject of food preparation technology is to provide knowledge related to this field in an easy and convenient way and to make the learning process more effective.

The platform consists of the following blocks: Activities and resources

- ✓ "Terms and basic concepts";
- ✓ "Theoretical materials";
- ✓ "Practical exercises";
- ✓ "Independent work";
- ✓ "Assignments and visual-didactic materials database".

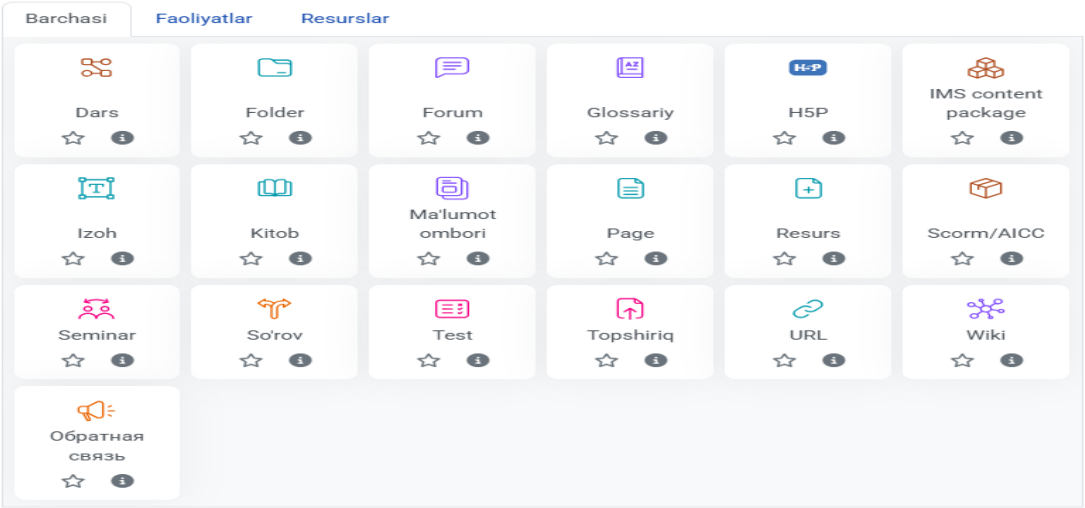

Figure 2. texttalim.uz - A set of blocks of an innovative e-learning platform “texttalim.uz

Advantages of the "Innovative e-learning platform":

- "Convenience" - Access at any time, on any device.
- "Efficiency" - Faster learning through visual content.
- "Effectiveness" - Tests, projects and an automatic assessment system.

Thus, when structuring the content of educational material in teaching based on a modular-competence approach, the first goal is to "compact" the information, to present it in a convenient way for use. Compact, clear, concise educational information is easily perceived by future technological education teachers and students.

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