



## DEVELOPMENT OF RESEARCH COMPETENCE IN FUTURE TEACHERS

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### Abstract

In this article, the author highlights the role and place in the organization of learning situations that serve to develop the intellectual activity of students in accordance with the methodological culture. In addition, the organization of students' research activities has developed ways to organize their learning activities in the learning process.

**Key words:** competence, methodological culture, pedagogical activity, creative activity, research competence.

### Introduction

Great work is being done in our country to strengthen the intellectual and creative potential of young people, to increase their involvement in the ongoing reforms in our country. After all, one of the most important tasks today is to bring up well-rounded, purposeful and energetic young people with modern knowledge and skills, who can take responsibility for the decent future of the country.

The methodological culture of students is reflected and integrated in their initial research competencies.

Many researchers have approached the design of pedagogical activities from the perspective of humanistic principles. The concept of didactic situation manifests itself as an external condition for students. In certain didactic situations, students become active. The didactic situation is more important for students than the direct impact of pedagogical conditions, gaining a rhythm and uniqueness, allowing them to function in all life situations. Such learning situations may include activity-oriented learning situations. Because the student's personality is formed in the process of learning activities. If the activity is organized without taking into account the capabilities of the student, then such activity will have a negative impact on their development.

An important aspect for our research is the organization of learning situations that serve to develop students' intellectual activity in line with their



methodological culture. Such activities should, first and foremost, serve to meet the educational needs of students.

### **The Main Part**

Learning situation is an integrated form of didactic conditions, situations, certain types of learning activities. It shows a certain stage of the student's lifestyle. In this process, the student is active and interacts with his classmates and teachers. This process is designed and managed by the teacher. With the help of many didactic events and factors in the learning situation, a learning process aimed at developing the methodological culture of students is created. This process combines objective reality, existing forms of materials, the scope of educational activities.

The educational process, its types are described in detail in the works of U.Musaev. The learning process is designed by teachers based on the content of education. In this case, the activities of students are carried out not only consciously, but in a coordinated manner.

As a result of the identification and implementation of pedagogical technologies that serve to organize the learning environment, allow students to develop a methodological culture, it is possible to effectively organize their research activities. Organizing students' research activities is one of the ways to organize their learning activities in the learning process.

Students' learning activities are their own research in the way of designing the knowledge they know as independent research. In this process, the creative work of students is the result of independent thinking activities. They learn things they don't know and are able to showcase the product of their creative activities.

As a result of students' independent learning activities, they have the opportunity to acquire knowledge that they do not have. In the learning process, as a result of students' learning activities, knowledge is formed from random observations, and new knowledge is strengthened in their minds.

Students need to develop inclinations to acquire new knowledge. In the process of this type of cognitive activity, students strive to overcome difficulties. Students strive to replicate, expand, enrich, and consolidate this knowledge using the sense of joy that comes from learning new knowledge. They begin to look independently for ways to succeed in the course of their activities. With such a sense of joy, students' cognitive activities become the main driving force of the learning process. They are active in learning new learning materials. In this way, their



methodological culture stabilizes and develops at a certain pace. This will increase their activity. As a result, students' research activities appear to be an integral part of their cognitive activities.

According to experts, students' research activities are the highest form of academic activity. With its help, students will have the opportunity to conduct specific research and acquire new knowledge. Students engaged in research activities will also have the competence to evaluate the results of their efforts. As a result of research activities, students also make certain career choices. Students demonstrate that they have mastered in-depth theoretical knowledge and have the competence to prove their point of view while substantiating the results of their work. In the process, they are able to prove that the knowledge they have acquired is logical and reliable. At the same time, they develop inclinations to acquire new knowledge and think deeply about this knowledge. As a result of research activities, students strive to acquire real knowledge, because only through such knowledge is the naturalness of the small research carried out by them ensured.

Students' research activities create in them a consistent research experience on specific problems. They mentally imagine situations in their minds. Such students are able to predict the outcome of their actions. The analysis of results, the search for new approaches, and the adherence to the logic of acquired knowledge and competencies are important for research activities. Students' research activities allow them to develop and strengthen their methodological culture.

The uniqueness of the methodological culture of students helps them to be creative and know their potential and apply their knowledge in their work. With the help of the same methodological culture, the cultural levels of students, the methods, ways and means of carrying out their activities are integrated.

Involving students in research activities is directly related to directing them to a particular profession. The more firmly rooted theoretical knowledge is in the minds of students, the easier it will be for them to carry out their research activities and master research competencies. Students' research activities are directly related to ideals that are firmly ingrained in their minds. Students strive to master in depth the theoretical knowledge, scientific insights, and information necessary to achieve their goals. To do this, they try to gather a lot of information in extracurricular activities as well, studying various scientific, popular science, historical sources and internet materials.



Students' research activities bring them into a state of logical, independent thinking. In this process, they design their activities, think about the conditions for its implementation, which enriches the methodological culture and cultural levels of students, encourages them to scientific and social activity. In this way, students begin to apply the knowledge and experience they have acquired to their daily life activities. The development of students' methodological culture is the basis only when the research activities of students are focused on a specific goal. As a result, students acquire knowledge and strive to think about it. They begin to understand the social nature of the knowledge they have acquired.

The use of the design method is important in the development of students' research activities. This activity is goal-oriented and is one of the activities that students perform in class and outside of class. In this process, the student's activity is focused on the implementation of educational, research, practical tasks, which can be carried out within a specific subject and interdisciplinary relationship.

The development of students' research skills was carried out within the framework of the circle "Methodological culture". The purpose is to acquaint students with the theoretical rules of pedagogical research, to teach the research problem, to determine the purpose and objectives, to make assumptions, to teach methods of diagnosis and analysis of research results.

The following topics were studied during the training:

1. The concept of research logic.
2. Research problem and topic.
3. Object and subject of research.
4. Research hypothesis.
5. Research methods.
6. Analysis of research results [42].

During the practical training, a set of tasks was used to develop research competence on these topics.

Task 1. Analyze the potential subject of the research based on the object.

Object: to increase the cognitive activity of the adolescent student in history lessons.

Subject 1: ...

Subject 2: ...

3-Subject: ...



Assignment 5. Perform a critical reflection on research goals and objectives.

Assignment 2. Analyze hypothetical rules from a methodological point of view.

1. The effectiveness of environmental activities of adolescents depends on the level of formation of environmental knowledge and skills in them.

2. The quality of pedagogical goal definition depends on the quality of diagnosing cognitive motivation in students.

3. Necessary pedagogical conditions for the formation of a valuable attitude to nature in primary school students are: knowledge, value orientation, processing, independent implementation of reflexive environmental activities, psychological mechanisms of environmental activities of primary school students (subjectification, identification, intellectualization of emotions, reflection) pedagogical actualization.

Task 3. Use the method of analysis and synthesis in connection with the problem of "formation of a harmonious personality." Use the following basics in the analysis and synthesis process.

- 1) Purpose;
- 2) Content and essence;
- 3) Conditions;
- 4) Organization;
- 5) Technology;
- 6) Subjects;
- 7) Methods of improvement.

Assignment 4. Compare the records of two researchers who observed the behavior of a 1-year-old 7-month-old girl named Kumushoy.

Observer 1: Moving quickly to the side of the box, he picked up his brother's notebook, quickly, with great effort, tore off half of the three pages and, holding it in his hand, made a "Wow-wow-wow" sound and walked around the bed. , drank something and shook it in a rhythm from foot to foot.

2nd observer. He took a notebook from the box along with the toy and behaved as if he were reading.

Answer the questions.

1. What types of recording of observational evidence did observers use?
2. In which types of recordings is it possible to have a more objective and complete picture of the event being studied?



## Conclusion

In the process of developing students' research activities, their scientific cooperation with teachers is formed. This, in turn, ensures the effectiveness of the learning process. The results obtained in such a learning process are of an intellectual nature. The content of students' research activities is aimed at developing their methodological culture. As a result of such activities, the intellectual potential of students is concentrated. To do this, students need to determine the structure of the research process and its course, clearly plan the results. At the same time, students are required to know the methods of applying knowledge and skills belonging to the same subject to another. As they mutually enrich and develop each other, they become more common. Students' research activities are integral. It creates an inner desire in students to master knowledge and think about it. It also ensures that the knowledge they acquire does not contradict each other.

Thus, research activities that serve to develop students' methodological culture are active, truthful, logical, humane, guiding, and harmonizing cognitive activities. As a result, students' actions will have a conscious and logical basis. Such an activity can attract many students who are studying with excellent and good grades.

## Literature

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