



## FORMATION OF METHODOLOGICAL COMPETENCE STUDENTS OF THE INSTITUTE OF PEDAGOGY

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### Abstract

The article is devoted to the analysis of the process of forming the methodological competence of students of a pedagogical university. The author examines various definitions of the methodological competence of the future teacher of biology, specifies the structural components of the phenomenon, and focuses on the possible organizational and technological aspects of the targeted formation of this competence in the university.

### Keywords

competence, methodical competence, educational, field teaching and pedagogical activities, special competences, professional and methodical training of students.

At present, more and more demands are being made by society towards students of higher educational institutions, including students - future teachers. In this regard" the concept of "competence" of the future teacher is actualized in pedagogical education. We drew attention to the formation of methodological competence in pedagogical education which affirmed that the methodological component is included in the structure of the professional competence of the future teacher [1,1].

The concept of methodological competence is directly related to professional excellence and is a means of achieving pedagogical excellence. Formation of methodological competence of students is an important pedagogical problem in education. In the context of the modernization of education, the subject theory and methods of teaching biology are associated with real situations that may arise in practice at school, therefore the solution of educational and methodological tasks ensures the formation of methodological competence. Within the framework of the system of methodical training, they formed a single whole (a set of methodological competences) [2].

The most important part of the methodological preparation of the teacher of biology is all kinds of practices - educational, field teaching and pedagogical. They are the link between theoretical training and practical training of future teachers of biology. In the logic of achieving learning outcomes, it can be viewed as a multi-step process of gradual formation of special competencies among students as they learn. An important step is the stage of pedagogical practice - the application of knowledge and skills, a full understanding of the content of the process of teaching biology in school, their own activities in real conditions, that is, the acquisition of experience [4,106]. At each stage, tasks for the development of special competencies are determined, which correspond to the corresponding levels of professional training of a teacher of biology in a pedagogical university. The results of the study allowed to determine the stages of

the formation of special competencies among students enrolled in the direction of methods of teaching biology.

Stage I - the base, where the professional training of biology teachers at level I. At this stage, through understanding the role of the disciplines of the humanitarian, socio-economic, mathematical and natural science cycles, knowledge, skills and abilities are formed, which form the basic basis of special competences, without which their further development is impossible. At this stage of formation of the special competencies of the discipline of the above cycles make the educational process integrated. The main tool of such integration is the content of education, which should be structured in accordance with the modularity of the main educational programs; Stage II is the formative one, at which holistic professional training of biology teachers is carried out with the study of psychological and pedagogical disciplines and the formation of general professional competencies, mastering of which is necessary for the professional development of a teacher, as well as mastering all special disciplines of the basic and variable part of the professional cycle at the third profile level of professional preparation. It can be argued that in the process of this training, both within one discipline and within sections or cycle, there is a simultaneous purposeful development of universal competences formed at Level I of professional training, general professional competencies of Level II and special competencies of Level III, the content of which determines the use of knowledge, skills and abilities in various situations for solving problems of future professional activity. It should be noted that in order nuntb, funerare etc aspect care a facilitat transmiterea din generatie in generatie, pe cale orală, fiind preluate, sublimat în folclor pentru autoritatea de care se bucurau prin componenta lor bisericească, pentru originile lor imperiale sacrosante, cici,,Pirinlii gi mogii au cuvânt greu; cuvântul lor picd a\$ a c? 9 ieee cA ei iin de la Dumnezeu; e rAnduialb de la început. Cuvântul lor trebuie ascultat." @ernea, 2005 :182)

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