

Pedagogical Conditions For The Implementation Of The Author's Methodology For Improving Grammatical Competencies In Future Primary School Teachers

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Abstract: This article examines the pedagogical conditions for the implementation of the author's methodology for improving grammatical competencies in future primary school teachers. Based on a literature review, the competency-based, activity-based and communicative approaches are interpreted as activating students' analytical, reflective and methodological activities. Opportunities for improving students' grammatical training are proposed.

Introduction: The effectiveness of implementing the author's methodology for improving the grammatical competencies of future primary school teachers is largely determined by the system of pedagogical conditions that ensure the integrity and effectiveness of the educational process. In pedagogical science, pedagogical conditions are understood as a set of organizational, content-related and technological factors purposefully created in the educational environment and contributing to the achievement of the set goals of teaching and upbringing.

Within the framework of this research, pedagogical conditions are considered as a necessary and sufficient basis for the implementation of the developed structural-functional model and the author's methodology for developing grammatical competencies. The analysis of theoretical sources and the practice of training pedagogical personnel made it possible to identify four key pedagogical conditions that ensure the effectiveness of this process.

The first pedagogical condition is the professionally oriented organization of the content of education.

The professional orientation of the educational process implies the orientation of the content of education toward students' future pedagogical activity. In the

context of forming grammatical competencies, this means including tasks and educational situations in the educational process that model the real conditions of teaching the Russian language in primary school. Students analyze grammatical phenomena not only from a linguistic, but also from a methodological point of view, determining ways of explaining and consolidating them, taking into account the age characteristics of primary school pupils.

The implementation of this condition ensures the conscious nature of mastering grammatical concepts and contributes to the formation in students of the ability to transform scientific knowledge into accessible and pedagogically appropriate forms of teaching. Professionally oriented educational content makes it possible to overcome the gap between theoretical training and the practice of pedagogical activity.

The second pedagogical condition is the activation of students' analytical and reflective activity.

The development of grammatical competencies of future teachers is impossible without the purposeful activation of students' analytical and reflective activity. Analytical activity ensures the comprehension of grammatical phenomena and the identification of their structural and functional features, while reflective

activity ensures awareness of one's own learning actions, mistakes and ways of correcting them.

Within the framework of implementing this condition, problem-based tasks, analysis of language material, discussion of typical grammatical difficulties of primary school pupils, as well as reflective forms of work such as self-analysis, peer assessment and reflective reports are used. The activation of these types of activity contributes to the formation of students' stable analytical skills and professional responsibility for learning outcomes.

The third pedagogical condition is the integration of theoretical, methodological and practical training.

One of the most important conditions for implementing the author's methodology is the integration of theoretical, methodological and practical training of future primary school teachers. The study of grammatical concepts should be accompanied by their methodological comprehension and practical application in modeled and real pedagogical situations.

This condition is implemented through the organization of practical classes aimed at developing lesson fragments, creating grammatical exercises, analyzing pupils' works and conducting micro-lessons. The integration of various types of training ensures the formation of the future teacher's holistic professional competence and readiness for effective grammar teaching in primary school.

The fourth pedagogical condition is the use of interactive and digital educational technologies.

Modern conditions of education development determine the need for the active use of interactive and digital educational technologies in the process of training future teachers. The use of electronic resources, multimedia tools and interactive tasks expands the possibilities of visualizing grammatical phenomena and contributes to increasing students' motivation and cognitive activity.

The use of digital technologies within the framework of implementing the author's methodology allows future teachers to master modern forms of organizing education and prepare for work in the conditions of the digital educational environment of primary school. This pedagogical condition ensures the relevance and practical significance of the grammatical training of future teachers.

Thus, the identified pedagogical conditions collectively ensure the effective implementation of the author's methodology for improving grammatical competencies in future primary school teachers. Their systematic introduction into the educational process of a pedagogical university contributes to the formation of students' conscious grammatical competence, methodological readiness and professional responsibility, which is a necessary condition for improving the quality of pedagogical personnel training.

Effective implementation of the author's methodology is impossible without systematic methodological support for students in the learning process. Methodological support is considered as a set of pedagogical actions aimed at supporting, consulting and reflecting on the learning activities of future teachers.

One of the forms of methodological support is mentoring, in which the teacher performs the role of consultant and coordinator of students' learning activities. Mentoring contributes to the individualization of learning and the formation of professional responsibility.

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