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DEVELOPMENT OF TRANSVERSAL-METHODICAL COMPETENCE IN FUTURE EDUCATORS AS A PEDAGOGICAL PROBLEM

Abstract

The evolving demands of education and the labor market necessitate that future educators possess transversal-methodical competencies, a combination of interdisciplinary, critical thinking, and pedagogical skills. These competencies are crucial for designing inclusive and effective learning environments. This article explores the concept of transversal-methodical competence, highlighting its key components: critical thinking, communication, reflective practice, and pedagogical methodology. It critiques the current focus of teacher education on subject-specific content, identifying gaps in broader competencies essential for modern classrooms. To address these challenges, the article proposes a holistic framework for teacher education, emphasizing curriculum redesign, active learning approaches, interdisciplinary teaching, and digital literacy. Practical strategies such as reflective teaching, practice-based learning, and stakeholder collaboration are recommended to foster these competencies. Despite challenges like resistance to change and limited resources, the article underscores the importance of evolving teacher education to prepare future educators for dynamic, inclusive, and innovative teaching.

Key words: transversal-methodical competence, future educators, pedagogical problem, professional skills, methodological development.

Introduction

The rapid evolution of educational systems and the changing demands of the labor market have made it increasingly clear that future educators need a broad set of skills and competences to address the challenges of modern classrooms. Among these, **transversal-methodical competence** has emerged as a critical area of focus in teacher education. This concept is multifaceted, encompassing both transversal competencies (those applicable across disciplines, such as critical thinking, problem-solving, and communication) and methodical competencies (focused on pedagogical strategies and methods). The development of these competencies is central to the effectiveness of educators in creating dynamic, inclusive, and effective learning environments [1-3].

Transversal-methodical competence refers to the ability of future educators to apply interdisciplinary approaches to teaching, while utilizing effective pedagogical strategies and methods. This competence includes a combination of knowledge, skills, and attitudes that are necessary for designing and implementing innovative and effective learning experiences. It encompasses:

- **Critical Thinking and Problem-Solving:** Teachers must not only be knowledgeable about their subject areas but also able to think critically, approach problems from multiple angles, and create solutions that meet diverse student needs.
- **Communication and Collaboration:** Effective communication is central to the teaching process. Future educators must be adept in both verbal and non-verbal communication, facilitating learning by collaborating with students, colleagues, and parents.

- **Reflective Practice and Continuous Professional Development:** Educators need to engage in reflective practices, evaluating their teaching methods, and seeking continuous improvement.

- **Pedagogical Methodology:** Knowledge of diverse teaching methods, strategies, and tools (e.g., digital technologies) is crucial in fostering an inclusive learning environment that caters to various learning styles.

Despite the increasing recognition of transversal-methodical competence as essential for future educators, many teacher training programs still focus predominantly on subject-specific content knowledge. This narrow focus can lead to significant gaps in the broader competencies that teachers need to effectively address the diverse needs of today's learners. The problem lies in the fact that while teachers may excel in their specialized subject areas, they may lack the skills to manage classrooms effectively, collaborate with diverse student populations, or implement innovative, student-centered teaching methods [4-5] .

The development of transversal-methodical competencies requires a pedagogical shift in teacher education. There is a need to create a holistic framework that includes:

- **Integration of General Competencies:** Teacher education programs must incorporate critical thinking, creativity, and problem-solving as core components of the curriculum. These competencies should be nurtured across all courses, rather than being isolated to specific modules.

- **Active Learning Approaches:** Teacher education should focus more on experiential learning, where future educators can engage in real-world teaching scenarios that challenge them to use transversal and methodical competencies in dynamic contexts.

- **Interdisciplinary Teaching:** Future educators should be trained to draw connections between different subject areas, creating cross-curricular links that reflect the interconnected nature of knowledge and the complexity of real-world issues.

- **Digital Literacy and Technological Integration:** With the growing importance of technology in education, future educators must develop digital literacy to incorporate technology in their teaching methods effectively.

To address these gaps, teacher education programs must adopt specific strategies to foster transversal-methodical competence:

- **Curriculum Redesign:** Integrating transversal-methodical competencies into the curriculum requires a redesign of teacher education programs. This involves including interdisciplinary courses, practical teaching experiences, and opportunities for collaborative learning.

- **Practice-Based Learning:** Offering teaching internships, practicum placements, and school partnerships allows future educators to practice their skills in real-world settings, providing a bridge between theoretical knowledge and practical application.

- **Reflective Teaching and Peer Feedback:** Encouraging future educators to engage in reflective practices and seek peer feedback can help them evaluate and improve their teaching methods and strategies.

- **Collaboration with Stakeholders:** Building partnerships with schools, educational researchers, and policymakers can help ensure that teacher education programs are aligned with the evolving needs of students and the broader educational community.

Despite the significant advantages of fostering transversal-methodical competencies in future educators, several challenges exist in this process:

- **Resistance to Change:** Some teacher educators may resist shifting from traditional, content-centered teaching to a more holistic, competency-based approach. Overcoming this

resistance requires sustained professional development and an understanding of the changing educational landscape.

- **Limited Resources:** Many teacher education programs face budget constraints, limiting their ability to integrate new technologies, adopt innovative teaching practices, or offer extended field placements.

- **Time Constraints:** Teacher education programs are often packed with content, leaving limited time to focus on transversal-methodical competencies. Balancing subject-specific training with the development of transversal skills is a delicate task [6].

The development of transversal-methodical competence is an essential pedagogical problem that demands attention in teacher education. Future educators must be prepared to handle the complexities of modern classrooms, where diverse learners, technology, and global challenges require innovative and flexible teaching approaches. To address this issue, teacher education programs must evolve to emphasize critical thinking, collaboration, interdisciplinary teaching, and digital literacy. By adopting a more integrated and experiential approach, future educators will be better equipped to meet the needs of today's students and contribute to the development of inclusive, dynamic, and effective educational environments [7].

In sum, the pedagogical problem of developing transversal-methodical competence is not just about teaching future educators new methods—it is about transforming teacher education to create a generation of educators capable of shaping the future of education.

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ПЕДАГОГИКАЛЫҚ ПРОБЛЕМА РЕТІНДЕ БОЛАШАҚ ТӘРБИЕШІЛЕРДЕ КӨЛДЕНЕҢ-ӘДІСТЕМЕЛІК ҚҰЗІРЕТТІЛІКТІ ДАМУ

Кілттік сөздер: көлденең-әдістемелік құзыреттілік, болашақ тәрбиешілер, педагогикалық проблема, кәсіби шеберлік, әдістемелік даму

Түйін

Білім беру мен еңбек нарығының дамып келе жатқан талаптары болашақ тәрбиешілердің пәнаралық, сыни тұрғыдан ойлау және педагогикалық дағдылардың ұштастыра отырып, көлденең-әдістемелік құзыреттілікке ие болуын талап етеді. Бұл құзыреттер инклюзивті және тиімді оқу орталарын жобалау үшін өте маңызды. Бұл мақалада көлденең-әдістемелік құзыреттілік ұғымы зерттеліп, оның негізгі компоненттері: сыни тұрғыдан ойлау, қарым-қатынас, рефлексиялық практика, педагогикалық әдістеме көрсетілген. Онда қазіргі заманғы сыныптар үшін маңызды құзыреттердің кеңдігіндегі олқылықтарды анықтай отырып, мұғалімдердің білім беруінің пәндік-мазмұндық мазмұнға бағытталғандығы сынға алынады. Осы мәселелерді шешу үшін мақалада оқу бағдарламаларын қайта құруға, оқытудың белсенді тәсілдеріне, пәнаралық оқытуға және цифрлық сауаттылыққа баса назар аудара отырып, мұғалімдерге білім берудің тұтас шеңбері ұсынылған. Осы құзыреттіліктерді дамыту үшін рефлексиялық оқыту, тәжірибеге негізделген оқыту және мүдделі тараптардың ынтымақтастығы сияқты практикалық стратегиялар ұсынылады. Өзгерістерге төзімділік және ресурстардың шектеулілігі сияқты қиындықтарға қарамастан, мақалада болашақ тәрбиешілерді динамикалық, инклюзивті және инновациялық оқытуға дайындау үшін мұғалімдердің білімін дамытудың маңыздылығы атап өтіледі.

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РАЗВИТИЕ МЕЖЛИЧНОСТНО-МЕТОДИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Аннотация

Меняющиеся требования к образованию и рынку труда требуют, чтобы будущие педагоги обладали универсально-методическими компетенциями, сочетанием междисциплинарного, критического мышления и педагогических навыков. Эти компетенции имеют решающее значение для создания инклюзивной и эффективной среды обучения. В данной статье исследуется понятие трансверсально-методической компетентности, выделяются ее ключевые компоненты: критическое мышление, коммуникация, рефлексивная практика и педагогическая методология. В статье критикуется нынешняя ориентация педагогического образования на предметно-ориентированное содержание, выявляются пробелы в более широких компетенциях, необходимых для современных классов. Для решения этих проблем в статье предлагается целостная концепция педагогического

образования, в которой особое внимание уделяется пересмотру учебных программ, активным подходам к обучению, междисциплинарному преподаванию и цифровой грамотности. Для развития этих компетенций рекомендуются практические стратегии, такие как рефлексивное обучение, обучение, основанное на практике, и сотрудничество с заинтересованными сторонами. Несмотря на такие проблемы, как сопротивление переменам и ограниченные ресурсы, в статье подчеркивается важность развития педагогического образования для подготовки будущих педагогов к динамичному, инклюзивному и инновационному преподаванию.

Ключевые слова: трансверсально-методическая компетентность, будущие педагоги, педагогическая проблема, профессиональные навыки, методическая разработка

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