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## IMPROVING SELF-DEVELOPMENT COMPETENCIES OF FUTURE PRIMARY CLASS TEACHERS

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**ABSTRACT:** To prepare a professional teacher who is ready to live and work in a rapidly changing society is a strategic task facing the system of professional teacher education. That is why the transition from a formal knowledge-based to a competency-based education paradigm is being updated today. With a competency-based approach, the priority goal of education is not training as such, but the ability of a specialist to implement it in a specific practical situation.

**KEYWORDS:** Primary class, student, development, competence, development, improvement.

### INTRODUCTION

The changes taking place in the social and economic spheres of modern society have led to new requirements for a professional teacher. This must be a person of modern formation, possessing a wide range of professional and pedagogical competencies, capable of adequately responding to new professional requirements and working conditions. It is such a specialist who will be able to efficiently perform his functional duties, distinguished by high socio-professional mobility.

The relevance of this study is also due to the understanding that the professional training of a future teacher cannot ensure the acquisition of all competencies necessary for professional teaching activities and meet his individual needs. A modern teacher will have to work in conditions of modernization of education, which involves the introduction of new educational technologies, the use of variable curricula, and a qualitative update of the system of relations that develop between all participants in the educational process. In such a situation, there is a need to improve the professional training of future teachers, to solve the problem of not only forming a certain system of personal qualities and professional competencies of the future teacher, but also to stimulate their self-development.

All of the above determines the relevance of the problem of orienting students—future teachers—to the self-development of pedagogical competence in the conditions of a pedagogical college. Solving this problem becomes a real priority of pedagogical science and practice.

For this dissertation research, of particular importance were the works devoted to the disclosure of the concepts of “competence”, “competence” and the competency-based approach in education (I.A. Zimnyaya, D.A. Ivanov, L.F. Ivanova, V.A. Kalney, K G. Mitrofanov, J. Raven, G. K. Selevko, I. D. Frumin, B. I. Khasan, A. V. Khutorskoy, etc.). The concept of “professional and pedagogical competence” was studied by N.V. Kuzmina, A.K. Markova, L.M. Mitina, V.A. Slastenin.

The concept of “pedagogical competence” is disclosed in the study of G.V. Matushevskaya (2000). The ideas for implementing a competency-based approach in education are considered in the dissertation studies of N.A. Prokhorova (2005), A.M. Shamyayov (2006), O.K. Bityutskikh (2006), I.E. Domogatskaya (2006), E.E. Malysheva (2007), etc.

Significant for our research were works that revealed methodological aspects of the problem of personal self-development. The characteristics of a self-developing personality striving for a humanistic ideal are considered in the works of domestic and foreign teachers and psychologists B.S. Gershunsky, V.P. Zinchenko, I.S. Kon. A. Maslow, K. Rogers, K. Horney, K. Jung and others. The problems of self-development and personality were subjected to in-depth research in the works of V.I. Andreev, R.A. Valeeva, L.N. Kulikova.

At the same time, as evidenced by a review<sup>5</sup> of the state of knowledge of our chosen topic, despite the fairly stable interest in it among a wide range of scientists and teachers, there is still no monographic study of the theory and practice of orienting future primary school teachers to the self-development of pedagogical competence, although the available works amount to for this there is a serious scientific source base.

The above made it possible to identify the contradiction between the needs of society for highly qualified teachers who are capable of constantly improving their personal qualities and professional skills, on the one hand, and the insufficient theoretical and practical development of the principles and methods of guiding future teachers towards the self-development of pedagogical competence, on the other hand.

Based on the identified contradictions and the dissertation author’s research focus on finding ways and means to resolve them<sup>1</sup>, the problem of pedagogical support for the process of orienting future teachers to the self-development of pedagogical competence has been identified. Within the framework of this problem, we chose the following research topic: “The orientation of the future primary school teacher towards self-development of pedagogical competence.”

Object of study: the process of developing the pedagogical competence of future teachers.

Subject of research: a set of pedagogical conditions necessary for the successful orientation of future primary school teachers to the self-development of pedagogical competence.

The research hypothesis is the assumption that the process of orienting future primary school teachers towards self-development of pedagogical competence can be more successful and effective if:

- training is based on a personal development approach and taking into account the real needs of students in acquiring professional knowledge;
- the student is initially recognized as the subject of his own development and professional development, his self-processes (self-knowledge, self-determination, self-government, self-improvement and self-realization) are activated in the context of self-development of pedagogical competence;
- intensification and individualization of independent research activities of students is carried out;
- the task of developing critical thinking among students is carried out.

The goal, object, subject, hypothesis, as well as the general design of the study made it possible to formulate the following tasks:

1. Reveal the essence and give a meaningful description of the concepts “pedagogical competence”, “self-development of pedagogical competence”.
2. Determine and justify the basic principles of orientation of future primary school teachers towards self-development of pedagogical competence.
3. Identify effective methods of guiding the future teacher towards self-development of pedagogical competence in teaching practice.
4. to substantiate and experimentally test the effectiveness of the developed pedagogical conditions for orienting students to the self-development of pedagogical competence in the process of studying at a pedagogical college.

The methodological basis of the study is an axiological (value) approach, according to which a person is considered as the highest value in society and an end in itself for social development; system approach and system analysis, personal and activity approaches, competency-based approach.

The study uses fundamental psychological and pedagogical theories and ideas: theories of the competency-based approach in education (I.A. Zimnyaya, D.A. Ivanov, K.G. Mitrofanov, J. Raven, O.V. Sokolova, I.D. Frumin, A.V. Khutorskoy, etc.); concepts of developmental and personality-oriented training (N.I. Alekseev, E.V. Bondarevskaya, V.V. Davydov, I.B. Kotova, A.V. Petrovsky, V.V. Serikov, E.N. Shiyanov, D.B. Elkonin, I. S. Yakimanskaya, etc.); theories of problem-based learning (I.Ya. Lerner, M.I. Makhmutov); humanization of education (Sh.A. Amonashvili, R.A. Valeeva, L.A. Volovich, G.V. Mukhametzyanova, Z.G. Nigmatov, V.A. Sukhomlinsky, etc.), self-development of the individual as a spiritual and practical self-creative active work (V.I. Andreev, O.S. Gazman, L.N. Kulikova, A.A. Leontiev, S.L. Rubinshtein, etc.), the theory of professional pedagogical education (N.V. Kuzmina, A. K. Markova, L. M. Mitina, V. A. Slastenin, etc.).

Research methods were determined by the purpose, hypothesis and objectives of the problem being solved. In the study, the author used a complex of theoretical and empirical research methods. These include theoretical ones: analysis, systematization, classification, generalization and comparison; empirical: study and generalization of advanced pedagogical experience, observation, conversation, questioning, testing, pedagogical experiment.

The use of various research methods made it possible to consider pedagogical factors and phenomena in all their complexity, interdependence and interdependence, as well as to express the results of pedagogical experiments and observations in quantitative and qualitative indicators.

The concept of “pedagogical competence” has been clarified as the ability to act in a specific pedagogical situation, acquired in the learning process and including a set of psychological, pedagogical and special (subject) knowledge; the ability to update this knowledge and find the right solution based on the conditions of a specific pedagogical situation; pedagogical abilities and professionally significant qualities necessary for successful teaching activities.

2. A definition of the concept “self-development of pedagogical competence of a future primary school teacher” has been developed, relevant for this study: the conscious activity of a teacher

training college student aimed at mastering psychological and pedagogical knowledge on his own initiative (learning from his experience and feedback from others), improving professional skills, pedagogical abilities and professionally significant qualities.

3. The principles of organizing work to orient students towards self-development of pedagogical competence are revealed and justified: the principle of the humanistic orientation of the educational process; the principle of axiological priorities; principle of conformity to nature; the principle of student activity; the principle of independence and responsibility.

4. The pedagogical conditions for the orientation of future teachers on the self-development of pedagogical competence in the conditions of a pedagogical college are substantiated: the implementation of a personal development approach in the learning process, taking into account the real needs of students in acquiring professional knowledge; initial recognition of the student as a subject of his own development and professional development, activation of his self-processes (self-knowledge, self-determination, self-government, self-improvement and self-realization) in the context of self-development of pedagogical competence; intensification and individualization of students' independent research activities; development of critical thinking among students.

5. Criteria have been identified and disclosed (focus on self-improvement and personal growth; value orientations towards self-development in the sphere of professional life; the presence of a system of knowledge about methods of self-development of pedagogical competence; the ability for continuous self-education and self-development; active self-educational and self-development activities) and levels (low, medium, high) abilities for self-development of pedagogical competence.

The theoretical significance of the study lies in the fact that its results make it possible to supplement and concretize modern ideas about the process of personal self-development; make a certain contribution to the development of a holistic concept of self-development of pedagogical competence in the conditions of training in a secondary pedagogical educational institution.

The practical significance of the study lies in the fact that the conclusions and materials of the dissertation research can be used in the design and organization of the educational process in teacher training colleges and universities; in the system of advanced training of teaching staff; to organize and conduct further research on the problem of future teachers' orientation towards self-education and self-development.

The problem of orientation of future teachers towards the self-development of pedagogical competence, which prompted us to organize the research, is caused by a number of circumstances that are important for; modern society. First of all, this is a global problem of Russian society - the need for its modernization; which involves the renewal and development of: the system of professional pedagogical education. The kind of teacher who comes to school today determines what society will be like tomorrow;

The new paradigm of education - "lifelong learning" - poses new challenges for the system of continuous pedagogical education, expressed! in the formation of a teacher of a new formation;

possessing a wide range of professional and pedagogical competencies, as well as a high level of ability for self-development of these competencies;

In this regard, the problem of orientation of students - future teachers, considered in this study; for self-development of pedagogical competence accumulates in itself, relevant; the significance of the above-mentioned priority tasks and requires science to develop its content.' and forms of mediation in practice;

Objective disclosure of the pedagogical conditions for orientation\* of future primary school teachers towards self-development of pedagogical competence allowed us to draw the following conclusions

Conducted by us; special study of concepts; “competence” and “competence” allowed us to conclude that these concepts are almost synonymous, but they have their own differences, their own semantic shades. In the scientific literature, there are attempts to differentiate the use of these concepts: competence; includes a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes and necessary to act in a qualitatively productive manner in relation to them, and competence is the possession, possession by a person of the corresponding competence, including his personal attitude towards it and the subject of activity.

The concepts “competence” and “competence” are much broader than the concepts of knowledge, ability, skills, since here we mean the ability to apply generalized knowledge and skills to resolve specific situations and problems that arise in real activities, and include not only knowledge (cognitive) and activity (behavioral), but also relational components.

An important conclusion that we made based on the theoretical analysis is the conclusion that the formed competence has its further development, it is enriched and improved in the process of activity.

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