

PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING COMPETENCIES IN FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT: This article discusses the pedagogical and psychological features and possibilities of developing the competencies of future primary school teachers. The terms of professional competence and its development have been sufficiently explained, and extensive information has been given about the importance of these concepts in the conditions of today's education system.

KEYWORDS: Professional competence, competence, education, training, system, technique, methodology, development, science, opportunity, potential.

INTRODUCTION

Today, extensive conditions have been created in our country for establishing the legal foundations of the national education system. This, in turn, lays the groundwork for reforms aimed at improving the structure and essence of education. As our President Shavkat Mirziyoyev noted, "We consider improving the activities of all levels of the education and upbringing system in line with modern requirements as our top priority." [1]

Professional competence does not refer merely to acquiring specific knowledge or skills but involves mastering integrative knowledge and actions in each independent area. It also requires continuously enriching professional knowledge, learning new information, understanding significant social demands, searching for new data, processing it, and applying it effectively in practice. Professional competence is manifested in handling complex processes, solving ambiguous tasks, utilizing contradictory information, and having an action plan in unexpected situations. Specialists with professional competence consistently enrich their knowledge, assimilate new information, deeply understand the demands of the time, search for new knowledge, process it, and apply it effectively in their professional activities [4].

Modern pedagogy increasingly supports professional competence. Initially, the educational process emphasized knowledge. Later, the focus shifted to skills and abilities, a correct and still relevant approach. However, from the perspective of contemporary demands, competence, particularly communicative competence, has gained prominence and is increasingly valued in society. This necessitates integrating educational processes, which serves as a foundation for developing the professional competence of students in higher education institutions, preparing them for critical future tasks.

A glance at the history of pedagogy reveals how the scientific ideas of classics like K.D. Ushinsky, L.N. Tolstoy, experienced educator S.T. Shatsky, and the 20th-century humanist teacher A.S.

Makarenko emerged. These educators believed that education holds a leading role in shaping a spiritually rich, well-rounded, and happy individual. In the modern education system, a teacher's indispensable quality should be their professional competence, defined as "possessing knowledge and expertise in a specific area of activity" (V.I. Dahl's dictionary). The psychological dictionary describes professional pedagogical competence as "the set of knowledge, skills, and abilities necessary for a teacher to conduct pedagogical activities, engage in pedagogical communication, and form themselves as an educator while embodying certain values and ideals." A teacher embarks on a new trajectory of development, expanding fundamental and practical knowledge, transforming professional and personal qualities, perceiving themselves as a creator, innovator, and researcher, and acting as a bearer of social, moral, and aesthetic values in society. These processes form what is called the "horizontal" vector of their development, creating a path to realizing their potential and conscious needs. This reflects the culture of professional communication, rational thinking, and result-oriented action, serving as a foundation for reflective practices.

As tasks become more complex, the professional skills of a teacher improve. According to D.M. Ivantsevich and A.A. Lobanov, this is "the growth of talent along with the accumulation of experience and responsibility."

The concept of "competence" is a widely used term in society, including in psychological and pedagogical literature, where it is discussed multiple times. However, authors do not provide a single definition.

N.N. Lobanov defines competence as "a systemic characteristic of a person" and highlights its components: professional-educational, professional-activity, and professional-personal [3].

A.K. Markova identifies the following components that define the concept: motivational-volitional, functional, communicative, and reflexive [2].

A.G. Asmolov presents it in the form of the following formula: "competence – activity – competence." In his understanding, competence realized in activity transforms into a quality of the individual and into competence.

According to modern trends in education, pedagogical competencies include the following:

- independent learning;
- improving or completely retraining qualifications;
- quickly assessing situations and their opportunities;
- making decisions and taking responsibility for them;
- adapting to changing living and working conditions;
- developing new work methods or modifying old ones to optimize them.

Let us examine several definitions of the concept of professional competence of a future primary school teacher (several definitions are displayed on a visual board, and the teacher reads them without providing any evaluation):

1. Competence is the knowledge, abilities, and skills, as well as the methods and ways of applying them in activity, communication, and the development of the individual (self-development). (Mitina L.M.)

2. A teacher's work is considered qualified when pedagogical activity and communication are carried out at a sufficiently high level, the teacher's personality is realized, and good results are achieved in the education and upbringing of schoolchildren. At the same time, the teacher's qualifications are determined, on the one hand, by their professional knowledge and skills and, on the other hand, by their professional positions and psychological qualities. (Markova A.K.)

3. Competence is the ability of an employee to perform their duties with quality and precision under normal and extreme conditions, successfully learn new things, and quickly adapt to changing circumstances. (Vesnin V.R.)

4. Competence is a complex formation that includes a combination of knowledge, skills, traits, and qualities of an individual, ensuring variability, optimality, and effectiveness in building the educational process. (Adolf V.A.)

Based on modern requirements, the main ways to develop a teacher's professional competence can be identified as follows:

- Working in methodological associations and creative groups;
- Research activities;
- Innovative activities, including the development of new pedagogical technologies;
- Various forms of pedagogical support;
- Active participation in pedagogical contests and festivals;
- Sharing and translating one's pedagogical experience;
- Utilizing information and communication technologies (ICT), among others.

However, none of these methods will be effective unless the teacher themselves realizes the necessity of improving their professional skills. Hence, it is essential to create motivation and favorable conditions for pedagogical growth. It is important to establish circumstances where a teacher independently recognizes the need to enhance their professional qualities. Analyzing one's pedagogical experience activates professional self-development, forming research capabilities that can later integrate with pedagogical activities. Teachers should also participate in the process of managing school development, which aids in enhancing their professional skills. Developing professional competence is a dynamic process that involves mastering and modernizing professional experiences, which leads to continuous development, self-improvement, and the growth of individual professional qualities.

The formation of professional competence can be divided into the following stages:

- Self-reflection and understanding the need: Recognizing the necessity for personal and professional growth.
- Planning self-development: Setting goals, defining tasks, and determining solutions.
- Self-expression, analysis, and self-correction: Applying, evaluating, and refining one's professional practices.

The perspectives of scientific figures clearly indicate that the issue of teacher competence is at the center of attention within the scientific community. Professional competencies serve as the starting point for successful pedagogical activity. They represent a life strategy of an individual who is keenly aware of the social and personal significance of their skills, aimed at meeting needs, achieving high results, and attaining benefits in either material or spiritual forms.

Undoubtedly, the nature of pedagogical competence, as presented in these perspectives, acts as a specialized method of mental operations that actively influences the harmonious representation of oneself and the surrounding world. This, in turn, prompts significant changes in practical skills and worldviews within the specific features of the educational environment. As mentioned earlier, every individual who chooses the teaching profession asks themselves whether they love this profession or not. A critical aspect of this matter is the question of whether a prospective teacher possesses pedagogical abilities. After all, every profession is mastered and perfected through inherent capabilities.

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