



MECHANISMS FOR IMPROVING PROFESSIONAL-METHODICAL COMPETENCE OF FUTURE PRIMARY TEACHERS

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Annotation: An education system based on innovation and creativity is an effective means of implementing social development.

Assessing the impact of factors on the development of creativity in future primary teachers, improving the methodological system of organizing educational activities based on creativity, and developing pedagogical technologies based on creativity are becoming increasingly relevant.

Keywords: creative, creativity, professional creative competence, innovative approach, quality of education, creative thinking, creation, implementation of innovations, creativity, creative ability, result of constructive original thinking, principles of creativity development

In the world, creative technologies for developing professional methodological competence of future primary school teachers in teaching literacy have been implemented in the educational process.

Based on the competency-based approach, systematic work is being carried out to implement innovative areas of competitive personnel training, variable forms of teaching, and mechanisms for developing professional pedagogical training of future primary school teachers.

In higher educational institutions around the world, scientific research is being conducted to ensure the quality of professional methodological training of primary school teachers, modeling and designing the educational process, improving professional training, and developing professional qualities and competencies.

In this regard, attention is paid to scientific research on teaching the native language and preparing future primary school teachers for the profession based on international qualification requirements, improving the quality of education to an international level, conducting diagnostics of the level of development of literacy skills, establishing modular education, activating social communication, and determining the professionalism of primary school teachers. In our republic, legal and regulatory frameworks have been created for developing the professional and methodological competence of future primary school teachers, organizing the educational process in primary schools using information technology tools, developing competent specialists and professional competence, and training competitive personnel.

“Further improvement of the continuous education system, increasing the opportunities for quality educational services, and continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market” were identified as an important priority task.

As a result, the pedagogical opportunities for improving the professional and pedagogical activities of future primary school teachers on the basis of a competent approach and pedagogical

technologies are expanding.

In the current period, significant changes have occurred in primary education. In the 17th century, there were not enough educational institutions in Europe, and the level of education was low. In 1642, the "Gothic School Charter" was written, which became the basis for the programs of primary schools in Germany.

In accordance with it, education was planned in lower, middle and higher schools. The first two taught catechism (a short statement of the Christian faith in the form of questions and answers), the native language, arithmetic and church singing, and in the senior class they added the study of customs, natural history and local geography.

In the lower class, children were accepted from the age of 5, they studied until they passed the exams, but not more than 14 years old. But there were not enough professional teachers in the schools. Only at the end of the 17th century was teacher training organized in France at the Seminary of Saint Charles, which was not to exceed 20-30 teachers per year. Jan Amos Comenius adopted the school as "the upbringing of young people in the virtues of kindness", and neglect of education and upbringing tasks were strictly punished. Jan Amos Comenius sought to create a separate curriculum for each class.

He enriched it with methodological manuals for teachers, for example, he created the book "The World of Sensible Things in Pictures", which corresponded to the main principle of primary school teaching - the principle of demonstration.

Jan Amos Comenius's requirement to conduct classes in his native language was also of fundamental importance for that time. The specificity of the work of a future primary school teacher requires attention to the concepts of "educational activity" and "education".

Education is "expressed in and based on active gnostic (knowledge-related) activity" in order to "master certain knowledge, skills, abilities, forms of behavior and types of activity".

Teaching and learning activities are interpreted in a narrow sense as a leading type of activity characteristic of junior school age. The control and assessment used by the teacher are not only a means of stimulating the student's learning activity, but also factors in the upbringing, education and development of the personality. Because the teacher serves not only as a transmitter of knowledge, but also as an educator and mentor for the student as an expression of the culture and experience of past ancestors.

As a result, learning activities become not only teaching, but also educational, educational - a full-fledged pedagogical work that forms the student's personality. Turning to traditional and modern pedagogy, analyzing the fundamental definitions of this branch of knowledge, leads us to exactly this conclusion: "pedagogical activity", "pedagogical process", "teaching", "education", "upbringing", etc.

For example, V.A. Slavenin defines pedagogical activity as "a special type of social activity aimed at transferring the culture and experience accumulated by mankind from older to younger generations, their personal development and preparation for performing certain social roles in society." Activities carried out by specially trained people and institutions are called professional, in other cases they are called general pedagogical.

The goal of pedagogical activity is to educate a well-developed personality. The pedagogical goal is a historical and dynamic phenomenon. The functional unit of pedagogical activity is pedagogical action. The researcher emphasizes educational work and teaching as the main types of pedagogical activity.

Educational work is aimed at organizing an educational environment and managing various types of activities of students. Teaching is mainly aimed at managing the cognitive activities of students. Referring to teaching as a method of organizing the pedagogical process, V.A.

Slastenin emphasizes that “teaching ... is a specific cognitive process controlled by a teacher.”

Based on this, real teaching is a professional pedagogical activity that in most cases requires no less skills than educational influences. In the context of the professional and methodological training of a future teacher, not teaching skills, but educational work skills are primary. Teaching skills are the sum of teaching and educational skills.

As a result, it can be concluded that the important functions of teaching (educational, educational and developmental) and the content of the teacher's activity are to manage the active and conscious cognitive activities of students.

The organization of the pedagogical activity of future primary school teachers serves to increase their responsibility for professional self-development. The final result is the training and capacity building of highly qualified personnel.

I.A. Zimnyaya sees the essence of pedagogical activity in the combination of upbringing with education, in the effective coordinated interaction of the teacher with the learner:

“Pedagogical activity represents the educational and educational impact of the teacher on learners, aimed at the personal, intellectual and active development of the learner, serving as the basis for self-development and self-improvement.”

The means of pedagogical activity serve to form the scientific and practical knowledge of learners. Didactic methods are methods of conveying socio-cultural experience. The product of pedagogical activity is the individual experience of the learner, which is formed. The result of pedagogical activity is the personal development of the learner.

When we turn to the issue of the structure of pedagogical activity, that is, the separation of independent, but at the same time interrelated components of the teacher's work, we get a detailed description of it.

In modern pedagogical science, the pedagogical process is understood as a system of interrelated components:

- 1) the purpose of the activity;
- 2) the teacher;
- 3) learners;
- 4) the content of the activity;
- 5) the means and methods of activity;
- 6) the result of the activity. In this system, the teacher carries out many types of activity. In professional language, they are called pedagogical functions.

If earlier the role of the first teacher of children was often understood in a narrow sense, as teaching students the basics of scientific knowledge and simple educational skills and qualifications, today its tasks have expanded and are equal to the tasks of a secondary school teacher.

The main pedagogical task is to manage the educational process and can be divided into three stages: preparatory, plan implementation stage and final stage.

The preparatory stage consists of goal setting, diagnosis, forecasting, design and planning. At the stage of plan implementation, the teacher performs information, organizational, evaluation, control and correction tasks, and at the final stage - analytical tasks. At the same time, the organizers of the structure allocated in the activity differ in different scientific approaches.

For example, A.K. Markova believes that it has three links: motivational-guidance, executive, control-evaluation.

A.K. Dusavisky also distinguishes three main components of pedagogical activity. The first component is the design of a self-developing pedagogical system of the “teacher-child”.

The second component of pedagogical activity is the management of the development processes of learners directly in the classroom.

The third component involves the analysis of the specific results of the development process of educational activities, their comparison with the program and the introduction of corrections. O.A. Abdullina developed a functional approach in her work, developed the content and types of pedagogical qualifications in accordance with specific types of teacher-educator work.

She distinguished the following pedagogical functions:

- 1) organization of the educational process and management of cognitive activities of learners;
- 2) conducting extracurricular educational work with learners and managing their self-education;
- 3) “conducting political and educational work among the population and promoting pedagogical knowledge”;
- 4) study and transfer of advanced pedagogical experience, analysis and generalization of advanced pedagogical experience and generalization of personal experience;
- 5) independent learning. If the third situation, which is associated with the specifics of the past period of development of the national school and pedagogy, is excluded, then we have before us a holistic and complete structure, but, as we see, it is not the only possible one.

I.P. Podlasiy defines the pedagogical function as “the direction of application of professional knowledge and skills established for the teacher”, and emphasizes that since pedagogical work is associated with the training, education and upbringing of students, “the main task of the teacher is to manage the processes of teaching, upbringing, development, and development”. He sees the basis of pedagogical work in the management of all processes that occur in the formation of a person. The work performed by a teacher can be called pedagogical management. If pedagogical management is the main function of a teacher, then it can be expressed in the form of other, private functions.

According to the author, there are ten of them: goal-setting, diagnostic, prognostic, design, planning, information, organizational, evaluation-control and analytical. All of them are aimed at implementing a “pedagogical project”, under which the author understands a voluntary pedagogical action. The implementation of a function leads to a certain result.

At the preparatory stage, this is a goal, diagnosis, forecast, project and plan. At the stage of project implementation, this is information, organization, evaluation, control and correction.

At the final stage, this is a finished result. The variety of functions performed by a teacher, as the researcher notes, reflects the presence of many professions in his professional work: manager, director, actor, scientist, analyst, etc.

I.F. Kharlamov lists eight types of pedagogical activity of a teacher in the educational process:

- a) diagnostic;
- b) prognostic-oriented;
- c) constructive-projective;
- g) organizational;
- d) information-explanatory;
- e) communicative-motivational;
- j) analytical-evaluative;

z) scientific-theoretical. In cases where the content of pedagogical activity changes, the teacher takes on a new role for himself, for example, he becomes a class teacher, and the content of the functions is also updated.

They consist of five functions:

a) cognitive-diagnostic;

b) organizational-motivational;

c) general-unifying;

g) coordinating;

d) personal-developing. The shift in attention from educational and cognitive activities to educational activities is, as is known, reflected in the functional requirements for the teacher.

The main distinctive features of the professional function are as follows: relative independence. Each professional function is determined by an independent system of certain principles, ensuring the solution of a specific task of pedagogical activity; direct connection with other professional functions within the framework of the pedagogical process. No function is excluded from the entire pedagogical process without reason; the possibility of organizational division.

Under certain conditions, the implementation of one or another professional function can be assigned to a separate employee, but his activities cannot be carried out in isolation from employees performing other tasks.

In the analysis of the conducted psychological and pedagogical literature, the functional model of the structure of pedagogical activity consists of three parts.

Its first component - gnostic, cultural-informational component - is associated with the worldview, methodological and axiological aspects of teaching, education and upbringing, the second - organizational-practical - is subject to the logic of communicative interaction between teachers and students, the third - auxiliary - ensures the beginning, course and completion of pedagogical interaction. The nature of the activity and its structure are determined by the indicators of the object on which the skilled teacher works.

Since voluntary labor is considered by the subject and object, the object of labor determines the structure of the teacher's labor activity, which is not related to normative, subjective intentions and assessments.

The objective structure of labor activity includes such elements as the subject of labor (what a person works with), professional tasks, actions and operations, tools, conditions, and the result of labor.

Operations and functions characteristic of the teacher's labor are called the object of labor. However, the indicators of the object of pedagogical activity change in a certain way with changes in socio-economic conditions.

For example, the emergence of innovative schools led to the transformation of methodological work into scientific-methodological work, the emergence of innovative pedagogical experience, which requires generalization, understanding, and scientific study of a new object of mass pedagogical activity.

The development of social cooperation of schools has led to the emergence of such objects of pedagogical activity as organizations and institutions, social partners of the school, interaction with them becomes one of the new functions of pedagogical activity.

The objective side of labor should be distinguished from the subjective side, which is the psychological characteristics necessary for a person to effectively perform labor - the subject of

labor.

They include the orientation of the individual, the motives and goals of attracting a person to this professional activity, the need for creativity, the level of professional inclinations, the level of satisfaction from labor satisfaction, professional self-awareness, professional abilities, type of professional thinking, etc.

In this regard, we will consider how the subjective and psychological requirements for the activity of a teacher (primarily a primary school teacher) have changed at the stage of modern development of society.

The general content of the transformation of students into pedagogical activity in recent decades is determined by the formation and development of a market economy in Uzbekistan, which is taking place simultaneously with the gradual reduction of the state participant in economic processes.

The emergence of a labor market and an education market in Uzbekistan has become the most significant for the education system.

The following are characteristic features of modern territorial labor markets and education markets: - the representation of educational institutions as commercial organizations; - the abolition of the practice of forced distribution of graduates of educational institutions.

The emergence of the employer in a new capacity as a representative of the structures of a relatively free market economy has created a fundamentally new type of social educational order, and higher education is actively oriented towards it.

The complexity for the education system is that the employer, as a customer, limits its requirements to an elementary set of qualifications, being very pragmatic.

The interest of a modern employer is that graduates of the educational institution they employ should be ready for it.

The problem of traditional forms of vocational education is that usually the graduate is ready to take on professional tasks, but not ready to implement them. In this case, a lot of resources (funds) were spent on training a newly hired specialist with a higher education, taking a calm attitude.

This took quite a lot of time - four years. The “young specialist” worked beyond the general requirements, his mistakes were forgiven, he was trained, advanced training was provided, special mentors were assigned. Until a certain time, this was considered a normal situation. Due to the specifics of education, it was considered natural that there would be such interruptions that could not give a final result.

But the calculation of “interruptions due to educational deficiencies” showed that they are huge. The situation of hiring those who have work experience who have passed the period of “additional education” and are immediately able to work effectively was clearly demonstrated.

In general, the list of requirements of employers for candidates is as follows:

- 1) the presence of certain work experience;
- 2) additional specialized knowledge;
- 3) qualification requirements. Thus, in the conditions of a modern market economy, it is usually difficult for a “young specialist” to find a job. School principals, when hiring teachers, are more focused on mature people with work experience than on young specialists.

In developing the content of education, today the basis is how much a child’s learning meets the social order and what it will give the child later. It is precisely primary education that is aimed at

the comprehensive development of students and the full mastery of all components of educational activity.

In primary education, students acquire the necessary skills and competencies of educational activity, learn to read, write, count, master the elements of theoretical thinking, cultural speech and behavior, the basics of personal hygiene and a healthy lifestyle. Among the competencies that students acquire in the process of education, a group of general competencies is distinguished.

Writing competencies are considered to belong to them. General educational competencies are characterized by universality, subject-specificity, breadth of application, and the ability to transfer from one educational material to another. Having reached a certain stage of their development, general educational competencies, in interaction with other components, become the basis of such an important new formation as reading competency. A modern primary school teacher constantly improves his pedagogical skills, conducts creative research for the new.

Despite the significant changes that have occurred in the functional structure of pedagogical activity under the influence of the above-mentioned circumstances, it continues to be formally determined by outdated tariff and qualification requirements.

V.I. Blinov, based on the analysis of documents, distinguishes the main functional responsibilities of a teacher as an educator; teacher; organizer of children's extracurricular activities; specialist who can provide assistance to the family in raising a child.

The researcher notes that "These functions determine the natural structure of the standard of pedagogical activity, without limiting the organization of the educational process to a specific form." The functional analysis made it possible to determine the scope of the functions of the modern pedagogical activity of a primary school teacher. The important pedagogical functions of a primary school teacher are as follows: the function of "education and upbringing"; the function of "health care"; the function of "interaction with parents"; independent education; the function of "scientific and methodological work". Pedagogical functions are implemented in the structure of pedagogical activity - education, upbringing, communication, self-expression of the teacher's personality, his professional growth. They form a complex structure that forms the professional competence of a primary school teacher.

The content of the expressed competencies reflects the requirements for the professional activity of a primary school teacher. The analysis of general professional competencies made it possible to determine their content.

For example, we understand psychological and pedagogical competence as the acquisition of basic invariant psychological and pedagogical knowledge and skills.

It is associated with the success of solving a wide range of educational and educational tasks in various pedagogical systems; compliance with certain professional and pedagogical requirements, regardless of the specialization of the future teacher; the mastery of various forms of assessing the quality of education by learners; the ability to identify the individual abilities of learners and build the educational process taking them into account; the ability to establish relationships with students, colleagues, and parents in accordance with pedagogical objectives; the ability to create a comfortable environment in the pedagogical team; the ability to design a variable and individual orientation of the educational process.

Normative and legal competence. Its content includes the mastery of certain normative relationships in the teacher-student, teacher-parent sphere, knowledge and skills in using basic documents on the rights of the child and the obligations of adults towards children (the Convention on the Rights of the Child, the International Convention on Human Rights and Fundamental Freedoms, the Constitution of the Republic of Uzbekistan, the Law "On

Education"), mastery of moral and legal norms regulating a person's attitude to man, society and nature, and possession of an ecological and legal culture.

The content of reflexive competencies includes: the ability to analyze and evaluate one's own work and the behavior of students, self-awareness, self-motivation and self-realization. It is considered a regulator of the teacher's personal achievements, as well as a motivator for professional growth and improvement of pedagogical skills.

Reflective competence is directly integrated with specific specific competencies. Specific competencies distinguish a primary school teacher from other educators and require additional study.

We have defined its content as follows:

- a) subject-specific competence - readiness to apply knowledge of the scientific foundations of the content of the primary education course, a positive attitude to the subject, conscious mastery of the necessary volume of special concepts in their interaction with the content of the educational material, the ability to understand and systematize scientific information on the subject; the ability to adapt the content of the subject to the capabilities of learners.
- b) methodological competence - readiness to plan, select, synthesize and construct educational material in the subject, readiness to organize various forms of classes in the subject, readiness to implement active approaches to learning and the ability to organize the educational work of primary school students, readiness to use innovative teaching technologies, competent use of health-saving teaching technologies.

Based on the analysis of the nature of the pedagogical activity of a primary school teacher, which covers the teaching of dozens of different subjects (mother tongue, mathematics, natural science, technology, physical education), this study proposed a general structure of special competencies of a primary school teacher, consisting of subject-related and methodological competencies.

The general concept of special competencies of a primary school teacher is explained as follows: the proposed structure of professional competencies of a primary school teacher is aimed at creating a clear, purposeful vision of the student's future professional activity and providing him with professional guidance. should serve as the basis for designing effective training technologies.

This approach to determining the structure of the professional competence of a primary school teacher makes it possible to use it in developing new content of education and new curricula, programs, writing textbooks, as well as to rely on it in developing innovative technologies for training future teachers and reducing the adaptation period of a young specialist.

The content of special and methodological competencies requires clarification in relation to a specific subject included in the primary education curriculum. This is due to the fact that the primary school teacher is a universal person who teaches dozens of different subjects by the nature of his pedagogical activity.

In addition, the primary school teacher is a permanent organizer of the class and the children's team, a link between the school and the parents of students.

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