

ISSUES OF PEDAGOGICAL COMPETENCES OF FUTURE PRIMARY TEACHERS.**Dilnoza Ibraimovna Eshbekova**

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Abstract

This article contains information about the importance of forming and developing professional and pedagogical competencies of future primary education teachers and students of primary education.

Keywords

Competence, professional competence, pedagogical competence, self-management, social, special, psychological, methodological, personal, technological competencies.

“The cornerstone of development, the power that makes a country powerful and a nation great, is science, education and upbringing. We are representatives of an enlightened people who consider their teacher as a great father and always respect him. When I think of a teacher, I imagine the most dear and respected people for me, intellectual and modern, sincere and kind. Because this teacher also teaches and teaches all of us, and our loving parents Raised in the ranks.

Today we are creating the foundation for a new era of development in Uzbekistan. Our closest helpers in this are teachers and mentors, scientific and creative intellectuals” [1] - emphasizes Sh.M.Miramanovich

The issue of educating a modern pedagogue - a teacher who actively participates in the development process of the new Uzbekistan, has a high spiritual, educational and pedagogical culture, works independently in his profession, has creative ideas, especially in today's socio-political everyday life, has the ability to think in a new way and act innovatively, and feels responsible and accountable to the state, society and his family - has become one of the tasks of state policy. That is why the head of our country emphasized the following statement: “Today, every teacher and educator, university lecturer should be able to implement the latest positive innovations in the field of education and upbringing, have deep knowledge and worldview, in a word, be the most advanced representatives of our time and society” [2].

Indeed, today's future teacher (student) must be aware of the huge changes and innovations that are being implemented in a short period of time in the processes of new reforms of the education system, be aware of the content and essence of a number of regulatory documents and decisions adopted by the government, deeply master the subjects of his chosen field, pay attention to increasing the subjectivity and active participation of learners in the pedagogical process, and have high skills in working in mutually beneficial cooperation based on friendly relations. In addition to these, a number of other tasks require the formation of a modern teacher who has the necessary knowledge, skills and

qualifications in the field of specialization, in particular, the effective organization and objective management of pedagogical processes, the formation of cooperation between learners and teachers and their coordination based on the requirements of the regulations, the motivation of pedagogical processes, and the rational organization of reflexive activity processes in order to reshape the educational environment.

At this point, each teacher must have the abilities listed above, that is, have formed professional competence. In the process of studying and analyzing scientific and theoretical literature on the stages of development of the world pedagogy, we came across the fact that world scientists have given various theoretical analyses, definitions and explanations to the concept of "competence".

I.A. Zimnyaya defined competence as follows: "Competence is a person's intellectual and personal experience based on knowledge in his socio-professional life activities and the effective result of the educational process. Competence is based on a person's intellectual, personal, social, professional and life activities"[3].

D.J. Raven defines competence as follows: "Competence is the effective performance of independent actions in acquiring knowledge, skills, and competencies in a given field, while understanding responsibility for one's tasks"[4].

According to Y.T. Tatur: "Competence is a holistic characteristic that describes a person's potential, that is, the practical application of his or her strength, ability, and aspiration to successfully perform activities in a certain field"[5].

In the organization and management of pedagogical processes, the professional training of a teacher plays a leading role, which determines his competence. Thus, the concept of professional competence represents the sum of the level of professional knowledge, skills and qualifications of a particular teacher related to education, while its direct synonym, "pedagogical competence", includes a number of universal qualities related to the same field.

Professional competence does not imply the possession of separate knowledge and skills by a specialist, but rather the development of integrative knowledge and actions in each independent direction. Competence also requires the constant enrichment of specialist knowledge, the acquisition of new information, the understanding of important social requirements, the ability to search for new information, process it and apply it in one's activities.

Professional competence is most clearly demonstrated in the following situations:

- in complex processes;
- in performing ambiguous tasks;
- in using contradictory information;
- in developing a plan of action in an unexpected situation.

Today, a teacher is a specialist with professional competence who:

- consistently enriches his knowledge;
- assimilates new information;
- deeply understands the requirements of the era;
- searches for and finds new knowledge;
- reprocesses and effectively uses them in his practical activities.

Professional competence is the acquisition by a specialist of the knowledge, skills, and abilities necessary to perform professional activities and their high level of application in practice.

The definition and descriptions given to the concept of professional competence of a future primary school teacher can be summarized and interpreted as follows: The professional competence of a future primary school teacher is an expression of all the needs, abilities, skills, knowledge and interests associated with the implementation of the profession and professional activity. For this, he/she must: be inclined to manage the process of creative research; It should be remembered that the effectiveness of creative research depends on the pedagogical, psychological, and theoretical preparation of the future primary school teacher.

Below is a brief description of the qualities that reflect the basis of professional competence.

1. Social competence - the ability to demonstrate activity in social relationships, possess skills, and be able to communicate with subjects in professional activities.
2. Special competence is the preparation for the organization of professional and pedagogical activity, realistic assessment of the results of activity, and the systematic development of knowledge, skills, and abilities. On the basis of this competence, psychological, methodological, informational, creative innovation, and communicative competence are developed.
3. Personal competence - achieving professional growth in a consistent manner, increasing one's level of competence, and demonstrating one's inner potential in professional activity.
4. Technological competence - mastering advanced technologies that enrich professional and pedagogical knowledge, skills, and qualifications, and using modern tools, techniques, and technologies.
5. Extreme competence - the ability to make rational decisions and act correctly in emergency situations and when pedagogical conflicts arise.

Therefore, it is important for future primary school teachers to constantly work on themselves, be interested in innovations, and never stop developing themselves in order to have professional and pedagogical competence. The tasks of self-development are determined through self-analysis and self-assessment. It is necessary and necessary for a teacher to be able to conduct self-analysis in order to have professional competence.

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