

THE SYSTEM OF DEVELOPMENT OF PROFESSIONAL COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS

Tilavova Matlab Mukhamadovna , Husenova Aziza Sharipovna ,Hakimova Nargiza Supkhonovna

¹Candidate of Pedagogical Sciences, dotsent of "Methods of Primary Education" department, Bukhara State University. Bukhara, Republic of Uzbekistan.

²Teacher of "Methods of Primary Education", Bukhara State University. Bukhara, Republic of Uzbekistan.

³Master student of "Pedagogy" direction of Bukhara State University. Republic of Uzbekistan.

ABSTARCT: The following article deals with the result of theoretical and practical study of the system of development of professional competence of students (future primary school teachers) in higher education and the important aspects of pedagogical practice in it. The modern higher education institution aims to form a wide range of professional skills and competencies of its graduates, from which the higher education institutions of the republic are interested in training qualified, mature, competitive specialists in the modern labor market.

During the studies, students of the Faculty of Primary Education (future primary school teachers) must not only acquire the knowledge, skills and competencies necessary to demonstrate their success in the professional field, but also develop important qualities of the teaching profession. To achieve this goal, a whole set of pedagogical tools, including pedagogical practice should be used. Such an organization of the system of development of professional competencies of future primary school teachers contributes to the formation and development of professional competence. For this we should create the necessary conditions for students, to develop professional skills and professional competence in the course of teaching and pedagogical practice in higher education, to have the ability to become a professional, to enrich their professional knowledge and use it in practice, to develop creative, innovative ideas. All this indicates the urgency of the issue of forming the basis of professional competence in modern higher education.

KEYWORDS: student, future primary school teacher, professional competence, professional skills, professional activity, pedagogical practice, education system.

I. INTRODUCTION

Extensive use of the achievements of science and innovation in the world education system, consistent and sustainable development of all spheres of society and state life is becoming an important factor in building a decent future for the country. In countries such as Russia, England, South Korea, Japan, the training of highly qualified, competitive personnel is considered a key area of development, ensuring the widespread introduction of innovations in education, including modern, interactive and creative teaching methods. This, in turn, is important in the formation of competencies for the successful use of theoretical knowledge in pedagogical practice in future primary school teachers, the introduction of an educational environment that creates conditions for the implementation of their initiatives in pedagogical activities.

According to the international level, research conducted by the world's leading Universities and research centers on innovative training of future professionals, and the implementation of modern education pay special attention to the criteria of professionalism of future teachers, the problems of creating an innovative learning environment, the introduction of international educational standards. Scientific research aimed at expanding the content of teachers' pedagogical competence on the basis of indicators such as successful application of modern information and pedagogical technologies in the educational process, motivational, cognitive, operational, reflexive and self-assessment issues play an important role in this research process.

Research is aimed at developing modern approaches in the higher education system in our country, which provides for the training of teachers for continuing education on the basis of advanced foreign experience, to modernize the content of modern education, to create the necessary conditions for students to realize their potential. At the same time, there is a need for professional colleges to train teachers who meet modern requirements. The Action Strategy for the further development of the Republic of Uzbekistan identifies priorities of "Further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market" [1]. It is important to improve the system.

II. ANALYSIS OF THE RELEVANT LITERATURE

The requirements for the professional training of teachers, their glorification was reflected in the works of Eastern thinkers Ismail al-Bukhari, Yusuf Khas Hajib, Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino, Abdurahman Jami, Alisher Navoi, Jalaliddin Davoni, Abdullah Avloni.

The problems of teacher training in higher education institutions have been covered by a number of national and foreign experts in the literature. Issues of formation of the future teacher's personality in the process of higher education, increase of social activity of students on the basis of self-government and diagnosis of professional formation were studied in the works of M.Abdullajonova, O.A.Abdulina, A.A.Akbarov, H.A.Abdurahmanova, S.V. Safonov.

Pedagogical scientists H.Abdukarimov, N.Azizkhodjaeva, A.Aliev, Yu.A.Akhrorov, A.A.Verbitsky, R.H.Juraev, B.R.Juraeva, J.G.Yuldashev, studied the professional skills of the teacher S.M.Markova, G.M.Maxmutova, L.M.Mitina, A.G.Morozov, U.N.Nishonaliev, M.Ochilov, B.Raximov, N.Saidahmedov, V.A.Slastyonin, O.Tolipov, A.R.Khodjabaev, A.A.Khalikov, N.Shodiev, O.Haydarova, A.A.Hamidov, F.R.Yuzlikaev investigated in their works future teachers pedagogical skills, opportunities to use educational technologies, students' worldviews, professional and communication culture ways and methods of development, as well as the problems of professional education and training of teachers.

Theoretical and practical issues of professional training of future teachers, development of pedagogical conditions, issues of improving the mechanisms of development of professional competence were discussed by scientists of our republic H.Abdukarimov, M.Abdullajonov, B.Adizov, Sh.Akhrorov, U.Begimkulov, R.Djuraev, B.Djuraeva, H.Ibragimov, Sh.Majitova, Sh.Mardonov, N.Muslimov, D.Nasriddinova, M.Mirsolieva, Sh.Olimov, B.Rakhimov, O.Tolipov, M.Urazova, N.Egamberdieva, F.Yuzlikaev and others.

Scientist from the Commonwealth of Independent States (CIS), N.Abydenova, A.Ajibaeva, E.Borisova, N.Demeneva, I.Makarovskaya, A.Moroz, S.Petropavlovskaya, E.Rogov, A.Ryzbaeva, V.Slastyonin, V.Tarantey, N.Shepilova, M. Yanitsky's investigated the issues of professional socialization, socio-psychological and didactic adaptation of teachers.

The problem of formation of professional competence of the teacher has been studied by a number of scientists such as V.Adolf, I.Zimnyaya, A.Karabaeva, N.Kuzmina, N.Muslimov, Sh.Sharipov.

The scientific researches of foreign scientists J.Arcaro, S.Brown, H.Brown, D.Ciuffetelli, D.Boud, S.Kagan have developed didactic technologies of professional socialization of future teachers in the conditions of cooperative and interactive education.

An analysis of the literature suggests that the content and definitions of competence and competent approach, as well as the professional qualities of the modern teacher, have been extensively studied. However, the system of diagnosing the process of training future primary school teachers in higher education institutions, the content, form, methods and tools of innovative training of future teachers in the formation of professional competence have not been sufficiently studied.

III. ANALYSIS AND RESULTS

Well-known encyclopedic scholars and thinkers of the East have made a great contribution to the compilation of the professional description of the teacher, the definition of the requirements for him, the goals and objectives of education, the rules of education, methods of education and upbringing, its ancient roots (genesis). Great Eastern thinkers Al-Khwarizmi, Al-Kindi, Al-Farabi, Al-Beruni, Abu Ali ibn Sino, Umar Khayyam, Saadi Sherazi, Mirzo Ulugbek, Abdurahman Jami, Alisher Navoi, and Zahiriddin Muhammad Babur were one of the first scientists who substantiated teaching methods. They studied the acceleration of cognitive activity, the application of knowledge in practice, the structure, sequence, logic of knowledge, induction, experiment, comparison, observation methods.

In the study of the history of pedagogy, the development of educational and pedagogical ideas is studied in the following periods:

- 1) Development of educational and pedagogical ideas from the earliest times to 1917;
- 2) Development of pedagogical ideas in 1917-1990;
- 3) Research in the field of science and education in Uzbekistan during the years of independence.

It is also appropriate to accept this periodization as the genesis of innovative training periods for future teachers.

The following methods of teaching are typical for these periods:

- 1) Savtiya method;
- 2) Team method;
- 3) Jadid method;
- 4) Class-lesson method;
- 5) Design-based, technological approach aimed at achieving guaranteed results.

These educational technologies differ from each other in their progressiveness and are relatively new, innovative technologies, in particular, the team method relative to the savt method, the innovative method relative to the team method, and so on.

Based on the analysis of professional profессиograms of teachers put forward in scientific research in the field of teacher training and the requirements of society to the teaching profession, the qualities of graduates of pedagogical higher education institutions have been developed.

Qualities of graduates of pedagogical higher education institutions are grouped as follows:

Group 1.

Psychological preparation for school is realizing its special role in the life of society, the upbringing of the younger generation. Knowledge of the requirements for a modern teacher are the ability to pedagogical activity, interest in the teaching profession, flexibility, depth and strength of the nervous system, the optimal state of mental processes (feeling and perception, attention, imagination, thinking, memory, speech, will), understanding the need for the pedagogical profession and communication with students.

Group 2.

Personality traits are: humanity, enlightenment, the content of the spiritual world, culture, erudition (ability), constant improvement of knowledge, pedagogical etiquette, demanding and fair, moral image, ability to set an example for their students to study, work and live, universal and national values respect.

Group 3.

Professional qualities are: knowledge of the peculiarities and age characteristics of students, the ability to design the personality of each student; availability of didactic knowledge; to know the subject and the latest news about it, to know the curriculum, program, textbooks and additional literature; knowledge of educational tasks, functions and organizational principles; be able to make adjustments to the curriculum, remove outdated information, replace it with new, modern materials that meet the requirements of the history, culture, folk traditions of the native land; knowledge of educational planning (calendar and lesson plans); the ability to select and creatively apply the most effective, non-traditional forms and methods of education, ensuring the education, upbringing and development of students; ability to use the opportunities of international relations; availability of knowledge and skills to organize educational work in the educational process, in the classroom and in the classroom; and not to stop at the achievements in the effective conduct of educational work to continue active creative research.

Research aimed at highlighting the essence of the concept of competence in determining the professional and pedagogical competence of future primary school teachers. Based on the definitions of the concept of competence, the essence of the competency approach in the preparation of a future primary school teacher has been interpreted as follows:

A competent approach is a process of teaching the primary and secondary pedagogical functions of future primary school teachers in the context of their professional activities and the effective use of different types of skills acquired in the personal, professional and social life of students, creating conditions for student initiative and inner potential.

The content of the structure of the activities of the future primary school teacher is directly related to each other and consists of components (psychological, didactic, methodological, educational and communicative) that are important in the development of pedagogical knowledge, experience and skills of pedagogical college professionals.

In the theory and practice of pedagogical education, and the process of professional development of a teacher include the formation of professional adaptation, professional development, competence and pedagogical skills.

The process of formation of professional and pedagogical competence of students should be carried out in several stages, including the pedagogical course, methods of teaching subjects and pedagogical practice (Table 1).

Table 1: Organization of the process of formation of professional and pedagogical competence of future primary school teachers

Stages	Aim
I. Preparation stage	Initial psychological and pedagogical training of students. Students conditions for the formation of readiness for a particular type of activity has been created. This stage of pedagogy and psychology integration is also based on a specific knowledge system is increased. The preparatory stage is for future teachers in all subjects to be the same both in terms of structure and content possible.

<p>Course 1, 2</p>	
<p>II.Methodic syage Course 3</p>	<p>The future teacher is clearly methodologically involved in the educational work. The minimum reproductive level of training provide methodical stage in the 3rd year on a special program materials and teaching aids for teaching special subjects on the basis of the organization of educational practice.</p>
<p>III.Creative-research stage Course 4</p>	<p>The preparation of students for a particular activity has been completed. At this stage prospective teachers acquire the skills of independent research, work identification and effective methods; their future professionalism develops methodologies that ensure improvement. Third stage of preparation of students for pedagogical activity, and the degree of formation has been diagnosed.</p>

Based on the analysis of research aimed at shaping the professional competence of future primary school teachers and the stages and levels of professional training of students, the levels and criteria for shaping the professional competence of future primary school teachers through innovative educational content can be summarized as follows (Table 2).

Table 2: Criteria of professional and pedagogical competence of future primary school teachers

<p>Competence criteria</p>	<p>Indicators</p>
<p>Motivational (positive inclinations formation)</p>	<ul style="list-style-type: none"> - The component of preparation of the future primary school teacher for pedagogical activity - understanding the need to develop professional competence as; - Demonstrate the competencies that are formed in the learning process - willingness to do; - To independently develop competencies in their needed field.
<p>Cognitive (strengthening theoretical knowledge)</p>	<ul style="list-style-type: none"> - Acquisition of knowledge and mental operations using them - be able to do; - The importance of professional competencies in pedagogical activity - comprehension, lessons in their subject and extracurricular activities - have theoretical knowledge for; - Using knowledge of the specialty in practice to receive.

<p>Operation (education work effective to form ability)</p>	<ul style="list-style-type: none"> - In-class and out-of-class training in professional colleges ability to organize classes; - Planning and analysis of their professional activities, education on educational processes and forms of organizational and managerial activities skills; - Positive relationships with students, teachers and administration to be able to install; - Modern information and communication technologies in their activities be able to use; - Their professional competencies in all forms of education to be able to apply.
<p>Reflexive (self-self analysis based on self evaluation)</p>	<ul style="list-style-type: none"> - The results and achievements of the thinking, evaluation and learning process ability to predict; - Self-efficacy in personal and professional activities have the ability to evaluate and analyze.

The first elements of professional pedagogical competence in future primary school teachers are formed through pedagogical disciplines, as well as the orientation of students to pedagogical activity is one of the important factors in the formation of professional pedagogical competence. Therefore, in this chapter the formation of students' learning motivation in pedagogical disciplines and their orientation to professional pedagogical activity, as well as the level of professional and pedagogical competence through innovative forms of control are diagnosed on the basis of an integrated analysis approach.

The pedagogical system of competent approach to innovative training of primary school teachers will be improved by generalizing innovative forms, methods and technologies of organization of educational processes aimed at diagnosing the process of training future primary school teachers, didactic features of innovative training and formation of professional competence levels of future teachers.

IV. CONCLUSION AND RECOMMENDATION

“The followings are important in the development of professional competence of primary school teachers in higher education institutions:

1. Research on the problem of teacher training and analysis of the pedagogical views of the great thinkers and encyclopedic scholars of the East show that innovative processes have taken place at different stages of development of educational and pedagogical thought, their study and widespread use in practice.
2. Innovative approach to the formation of professional and pedagogical competence of primary school teachers in modern conditions is associated with a number of issues (orientation of students' pedagogical motivation to pedagogical and psychological disciplines, professional pedagogical orientation, meeting professional and educational needs, social order and state educational standards).
3. The technology of professional competence development in the training of future primary school teachers by diagnosing the process of training future primary school teachers in higher education institutions by analyzing the practical state of primary school teacher training depends on a number of factors, automonitoring and stratified approach to self-professional pedagogical education, methods of qualitative assessment of students' knowledge, skills and abilities).

Conditions that form the competencies of students in professional pedagogical activity (person-centered interactive education, creative clubs, project competitions, professional orientation clubs) guarantee the achievement of goals.

We have come into conclusion that in order to achieve effective results in the development of professional competence of future primary school teachers, it is necessary to pay attention to the following recommendations:

1. Taking into account the development of professional competence of future primary school teachers in the creation of electronic complexes;
2. Creation of integrated programs and textbooks of pedagogical and special-methodical disciplines in the process of development of professional competence of future primary school teachers;
3. Develop the skills and abilities of future primary school teachers to develop their professional self-improvement independently, based on the idea that in the development of professional competence of future primary school teachers is an important condition for resilience and dedication to their profession in an increasingly competitive environment;
4. Promoting the experience gained by teachers who have achieved high results during their creative, professional activities.

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