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Research Article

PROFESSIONAL COMPETENCE IMPROVEMENT OF PRIMARY CLASS TEACHERS

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ABSTRACT

In this article, the importance of improving the professional competence and professional development of primary school teachers as a scientific-pedagogical problem is studied. The scientific views of foreign and our republican scientists on the topic are summarized. The principles, theoretical and pedagogical aspects of developing the professional competence of primary school teachers are scientifically based.

KEYWORDS

Teacher, competence, principle, experience, development, opportunity, efficiency, methodology, legitimacy, student, experience, education, training, innovation, integration.

INTRODUCTION

Professional-methodical training of teachers is reflected in the main areas of professional activity, such as their knowledge of professional activity, organization of the educational process, and self-development. This, in turn, means that the teacher knows and implements the knowledge of teaching his subject perfectly, acquires the basic competencies necessary for designing, organizing and evaluating the educational process, as well as teaching and educational process requires intensive organization, continuous and self-development of the system based on innovative scientific achievements in the field of

education, modern pedagogical and information and communication technologies.

One of the ways in which the teacher's pedagogical skill significantly affects the increase of his qualification, pedagogical ability, and pedagogical competence is to increase the qualifications of continuous professional education. Today, intensive discussions are taking place in the scientific-pedagogical community about the nature and structure of professional-pedagogical competence.

European researchers, V.A. Adolf, N.V. Kuzmina, A.K. Markova, E.L. Pupysheva, G.S. Savolainen, L.V. Shkerin and others divide professional competence into the following types: methodical, innovative, psychological, creative, communicative, etc.

Among the above, the methodological competence of the teacher has a special place, because it includes a number of other competences, in addition, its level determines the level of professional skill of the specialist in the field of education. It is known that the foundation of knowledge given to students is given in primary education. The knowledge that is the basis for the development of a person's consciousness and his worldview is also given at this stage. Accordingly, the spiritual, moral and professional maturity of primary school teachers is important for the development of well-rounded individuals of the students they educate.

Several researchers expressed different opinions about the teacher's methodological competence in their scientific research works. In particular, according to O.V. Tumasheva, the methodical competence of the teacher is the possession of methodical knowledge, skills and methods of activity, recognition of their value both for their professional activity and for mutual relations in society, experience in solving methodological problems, self- considers it as an integral characteristic of a person, which implies readiness and ability to educate and improve oneself.

T. Gushchina describes methodological competence as an integrated multi-level professional characteristic of the teacher's personality and activity, summarizing production experience, systematic acquisition of knowledge, skills and competences in the field of methodology and an optimal combination of methods of professional and pedagogical activity. .

Despite the many aspects of theoretical coverage of the improvement of methodical training and continuous professional development of primary school teachers in the system of professional development, the new directions of society, science and education strengthen the need to improve the innovative methodical training of teachers and continuous professional development.

From the scientific literature on the topic and the analysis of the current situation, it is clear that the following causes the need to improve the teacher's methodological training, self-analysis and evaluation, self-development, and continuous professional development:

- results of international experiences and comparative analysis in the field of education;
- improvement of modern technologies;
- growth of the needs of society and the demand for education;
- changing the role of the teacher based on the needs and demands of society;
- Optimization of DTS and educational programs.

The main criterion determining the need to improve the methodical training and professional development of primary school teachers is the goal set before a person, to achieve it, setting tasks, planning activities in advance, and choosing implementation guidelines. and coordination of design, goal and outcome is necessary.

Therefore, each teacher is based to a certain extent on his worldview, thinking, imagination and existing knowledge, personal and professional needs for his professional development. The need for self-professional development of teachers should arise from the needs of the state and society. If the need for improvement of methodical training and self-

professional development is sufficiently formed, teachers will be interested in learning the innovations and scientific and technical achievements related to their profession, which in turn will lead to independent education of teachers. it serves to form the skills of independent learning, self-development, thereby improving the methodical training of teachers. At the same time, it forms the skills of teachers to achieve certain positive results in their work, gain prestige in the teaching team, self-management and development.

Also, one of the important tools in the process of improving teachers' methodological training is the need for success. itself is a professional development need.

The teacher achieves the development of professionalism by mastering the stages and levels of professional development (self-determination, adaptation, self-expression, self-awareness). Teachers' professional self-development is influenced by external and internal conditions (the teacher's own abilities and inclinations, characteristics of the environment - family, professional, self-awareness characteristics and reflective competence).

Based on their professional needs, it is important for elementary school teachers to perform the following tasks in a systematic and integrated manner in order to improve methodical training and professional development:

- striving for self-development;
- striving to acquire life and professional experiences;
- to have a high level of training and motivation for teaching;

- organizing professional activities based on an innovative approach and putting into practice the necessary knowledge, skills and abilities to improve the teaching process.

The main thing is continuous professional development of the teacher and on this basis it is possible to improve his professional and methodical training. The need for self-professional development is, on the one hand, a characteristic of teaching, its social role, and on the other hand, "lifelong learning" associated with the constantly changing conditions of pedagogical activity. determined by the principle of "winter". Self-development is based on such principles as continuity, universality, expediency, integrativeness, generality, individualization, interdependence and permanence, permanence of transition from lower to higher levels, variability.

As a result of the results and analyzes of the studied scientific research and our observations, we came to the conclusion that it is necessary to take into account the development of the following components of professional development of teachers in the process of professional development:

- development of management, technological methods and techniques in pedagogical activities;
- design, organization and implementation of each specific type of pedagogical activity;
- design and implementation of pedagogical technologies logically completed in the teaching process;
- taking into account the educational needs and level of knowledge of students when promoting pedagogical issues;
- evaluating and taking into account the results of students' activities;
- development of the student's motivation;

- formation of mutual relations with the student during the educational process;
- to be able to see the educational needs of students and the demands of society;
- defining the perspective of formation of professional competence and its implementation;
- creating a methodical system for the student to learn effectively and achieve results;
- creation and implementation of a methodical system of students' preparation for international assessment studies.

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