



Primary School Teachers Professiogram

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ABSTRACT

The article discusses the professional profile of primary school teachers and analyzes the approaches in this regard.

KEYWORDS

Professional, primary education, theoretical knowledge, profile, socialization, orientation, profессиogram, culture.

INTRODUCTION

The development of primary education and the strengthening of its content play an important role in the development of higher

education in Uzbekistan. The activity of primary school

teachers in this regard is one of the key factors [1]. Therefore, in recent years, the

requirements for primary school teachers have been increasing. In this regard, in our opinion, the formation of a professional profile of primary school teachers will give the expected effect.

Professiogram is a sign of professional, theoretical and practical maturity of an individual, which is determined separately for each profession [2]. In this sense, we believe that the professional profile of an elementary school teacher consists of the following:

- Theoretical knowledge;
- Professional maturity;
- Social activity.

The theoretical knowledge of an elementary school teacher is determined by:

- Possession of information;
- Knowledge of the basics of primary education;
- Knowledge of the theory of education;
- Possession of teaching competence.

It is on the basis of these criteria that it is possible to determine the level of theoretical knowledge of an elementary school teacher and identify ways to develop it.

The professional maturity of an elementary school teacher is determined by:

- Knowledge of teaching methods;
- Mastering pedagogical doctrines and theories;

- To have an individual educational method;
- Be able to demonstrate their abilities.

These criteria reflect the professional maturity of the primary school teacher, and based on them, ways to further develop the professional capabilities, experience and activities of teachers are developed.

Today, the social activism of the primary school teacher remains one of the key issues. According to our approach, the basics of social activism of an elementary school teacher are:

- Knowledge of socialization of students;
- Formation of consciousness, concepts of 7-11-year-olds and their formation as a team;
- Orientation of primary school students to ideal goals.

These criteria are an important factor in determining the social activism of primary school teachers and in determining ways to develop their social consciousness, level and culture.

It should be noted that these three issues play a key role in the professional profile of an elementary school teacher. Therefore, it is advisable to pay attention to the following:

- To acquaint future primary school teachers with the basics of professiogram in the process of higher pedagogical education and to form the criteria set in them;
- To acquaint future primary school teachers with the basics, approaches and

theoretical factors of professiogram, to explain the approaches in this regard;

- To train future primary school teachers to work on themselves;
- Development of a professional profile of primary school teachers in practice through the system of retraining and advanced training of teachers;
- Popularization of the most mature and professional primary school teachers.

This approach is useful in reviewing, monitoring, and monitoring the professional profile of primary school teachers.

Today, the system of primary education in our country is developing in accordance with international standards, and new non-governmental primary education institutions are emerging in the history of our pedagogy. These two factors could create competition for primary school teachers in the near future. This then leads to the selection of primary school teachers in accordance with the professional and formed professiograms. It is expedient to explain this issue correctly in the process of higher pedagogical education and among primary school teachers in practical activities.

International educational experience shows that in a market economy and in a competitive education system, a consciously and correctly formed professiogram is an important factor in the socio-pedagogical protection of teachers. Therefore, it is advisable to provide well-defined and convenient professiograms in the pedagogical literature, to explain them to future teachers.

In formulating the professional profile of an elementary school teacher, we believe that based on the following will give the expected effect:

- Requirements for education and upbringing, reflected in the national pedagogical heritage;
- State requirements and standards for primary education;
- Social rights, consciousness and worldview of teachers;
- A set of hypotheses, diagnoses and approaches identified in pedagogical research.

It is these fundamentals that come in handy in developing a professiogram of an elementary school teacher that is not so complicated.

It should be noted that each country has developed a professional profile of teachers based on its own mentality and the basis of educational development. In this sense, in our opinion, when developing a professional profile of primary school teachers, it is advisable to pay attention to the following:

- Based on our own national experience in primary education;
- Development of criteria for the professiogram on the basis of the principle of simple to complex;
- Theoretical and practical experience of the developed professiogram;
- To study and take into account the public opinion on the formed professiogram.

Such an approach will form the basis for the development of a professionally and professionally specific primary school teacher professiogram.

In short, the ongoing development process in our country and the efforts to develop primary education in accordance with international standards increase the need for a fully developed primary school teacher. Therefore, the transition to the training of primary school teachers on the basis of professiograms of scientific and practical experience gives the expected effect. For this purpose, it should be noted that the higher pedagogical educational institutions of the country have gnesological, technological and methodological capabilities. There are also professional professors and teachers in these educational institutions. All of these factors allow the development and implementation of a primary school teacher professiogram.

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