



IMPROVING THE COMPETENCE OF THE FUTURE ELEMENTARY SCHOOL TEACHER IN SELF-DEVELOPMENT

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Article history:	Abstract:
Received: 4 th October 2022 Accepted: 4 th November 2022 Published: 10 th December 2022	This article reveals the essence of the concept of competence. The content of the complex of competencies that determines the level of development of pedagogical competence that can be acquired for future primary school teachers is highlighted.
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Today, the development of science and technology requires a fundamental change in the requirements for education and its results. Based on this, the creation of new generation standards is an important task for pedagogues. The state education standards created until now were based on a systematic and active approach, that is, it consisted in clarifying the purpose of educational institutions in the way of mastering knowledge, skills and abilities. Therefore, it is required to define the new state educational standards based on the active approach to competence aimed at self-development. Because the essence of the educational process organized in higher education is not to develop the needs and abilities of students, but to convey knowledge in an information-verbal way, to form skills and qualifications.

It is considered appropriate to organize educational processes based on various new approaches. It is one of the high tasks that the future primary school teachers have to organize lessons based on modern approaches based on the demands of the new era. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The only way out of this problematic situation is to introduce a new, i.e. competent, approach to higher education. Competent approach requires the listener to acquire knowledge and skills not separately, but as a whole. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The competent approach is a new pedagogical reality from the point of view of modernization of higher education. Within this approach, practical activity experience, competence and competence are considered as didactic units, and the traditional three elements of education (triad) - "knowledge - skill - competence" are divided into six units (sextet) - "knowledge - knowledge". It is necessary to analyze in the form of "vocation - qualification - practical experience - competence - competence". First of all, it is necessary to clarify the essence of the concept of "competence". Competence (a Latin word that means I will achieve, I will come right) is the readiness of the subject to set a goal and effectively implement external and internal resources to achieve it, in other words, this subject's ability to perform certain activities personal ability to successfully solve problems related to the object. It should be noted that most of the definitions given to the concept of "competence" are related to professional education and professional activity. However, since this concept has the description of innovation in connection with general secondary education, there is a special need to clarify its essence.

Competence is a Latin word "Competentia", the dictionary meaning of which in Uzbek means "a person who knows well", "having experience". Competence is the ability to do a job effectively, the ability to meet the requirements in the performance of work, the ability to meet the requirements in the performance of specific work functions. Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level. L.M. Mitina pedagogical competence means subject knowledge, teaching methodology and didactics, pedagogical communication skills and competence, as well as self-development, self-improvement, self- understood the harmonious combination of methods and means of implementation. He distinguished the following three constituents in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of pedagogical competence proposed by L.M. Mitina, we

believe that the following set of competences, the level of acquisition of which determines the level of development of pedagogical competence for future primary school teachers, is sufficient and necessary: - active or special competence (knowledge, "individual methods of implementation of skills, qualifications and pedagogical activity"); - personal or professional competence (knowledge, skills and abilities related to professional self-improvement and self-realization); - communicative competence (knowledge, skills and competence related to the creative implementation of pedagogical activity). Concepts of professionalism and competence have common features. It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective. It is appropriate to divide professional pedagogical competences into separate types: - special pedagogical competence; - to have sufficient information to carry out pedagogical activity at the necessary level. In addition, the pedagogue's ability to adequately assess his professional level and determine his development as a specialist depends on this type; -social pedagogical competence; - the level of social competence determines the ability of the pedagogue to effectively build relationships with colleagues, plan joint actions. Effective communication skills, pedagogical culture and responsibility for work results; - all these are included in the concept of social pedagogical competence; -personal pedagogical competence; - this is the ability to rationally organize pedagogical work, time management, striving for personal growth are its main components. Employees with a high level of personal pedagogical competence are less prone to burnout and are able to work under time pressure.

The following are the qualities of the teacher's professional competence.

1. Formation of students' motivation.
2. Ability to plan, evaluate, and establish feedback on the educational process.
3. Knowledge of information and communication technologies.
4. Work on yourself.
5. To have knowledge of pedagogy and psychology.
6. Perfect knowledge of one's subject.
7. Bringing innovation to the educational environment.

The composition of professional competence can include competence in professional activities, competence in professional communication, the competence of a specialist in being able to demonstrate his profession. Once you understand what competence is, it is not difficult to determine its levels. We can offer the following algorithm for creating a competency model: Step 1: Develop a job description. At this stage, it is important to clearly indicate the types of competencies required for the position. Step 2: Determine the speed of verification. It depends on the characteristics of the educational institution and the exchange of personnel. Step 3 is to approve the procedure for conducting a comparative test or exam for each position. Step 4: pass the test or exam. Step 5 is to analyze the data and bring it into the system. Making a decision on the results of the 6th stage assessment: sending to further education, transfer to another position, dismissal. Making a final analysis of the effectiveness of evaluating the authority and work of the educational institution during the reporting period of the 7th stage. Step 8: Complete risk and barrier case study development.

By A.A. Derkach, competence in professional communication is defined as -communicative or sociability competence (the ability to communicate with colleagues), -social-perceptive competence (the ability to perceive and evaluate other people), differential and psychological competence (the ability to distinguish individual psychological differences between people), -diagnostic competence (the ability to study other people's characteristics), -ethical competence (compliance with the norms of etiquette required by this profession), -empathic competence (being able to empathize with members of the community, correct understanding and other components are shown separately). The structure of the characteristics of the specialist's social-perceptive competence: - the accuracy of perception, understanding and evaluation of other people; - the presence of the ability to establish a systematic relationship with social subjects; - the perceived an adequate way considering the behavior and characteristics of the person to be able to model; - to be able to use different criteria in the process of interpersonal evaluation, etc. In order to form competence in self-development in future elementary school teachers, first of all, attention should be paid to the development of the characteristic of observation, that is, to the development of perceptive, cognitive, reflexive, empathic, motivational and prognostic aspects. In order to acquire social-perceptive competence in the process of pedagogical activity and communication, the specialist must have humanitarian, social-reflexive, knowledge and skills, a positive professional "I" image, some personal qualities (intellect, will, it is advisable to engage in activities related to the formation of empathy, observation, kindness, emotional tolerance, etc.). Pedagogical-psychological training-seminar, work game, master class and involvement in various practical trainings, increasing the role of professional practice, creating favorable conditions for each student to demonstrate his/her pedagogical activities and skills social-perceptive competence can be formed through it. For this purpose, it is necessary not only to master the knowledge, skills and abilities related to this field, but also to acquire the technique of establishing communication with people, to develop the motivational field, to increase psychological knowledge, to develop oneself by psychologically preparing for professional activity. must go.

Competency assessment criteria: 1. Preparation. Special features, information reception and processing features, learning ability, typological features, etc. 2. Knowledge. Competence, stereotypes, knowledge, the existence of a perception of the superiority of learning related to competence. 3. Experience. Completing issues and tasks close to or exactly corresponding to competence. 4. Attitude. The formation of relationships with oneself and others in

connection with the implementation of competence or the competence of activity. 5. Regularity. The ability to control "impulses" for actions related to competence, perseverance, determination, patience, readiness to overcome obstacles in achieving the goal related to the implementation of competence. The level of preparation for the demonstration of competence can be determined according to the following criteria: the idea of self-development and self-expression, preparation for making decisions about choosing a professional path, getting married, having children, readiness to respond to one's own life, independent choice of life path, readiness to form skills in the field of profession, etc.

In conclusion, it should be said that not only the direction of education to the learner, but also the teacher's psychological readiness for pedagogical activity is important in providing education and training to a person. In such cases, it is necessary to pay special attention to the level of professional competence of the future elementary school teacher. The adoption of the competent approach in the educational system as the conceptual basis of educational reforms, the introduction of the competent approach to the educational system includes the educational goal, content, form of teaching, teaching methods, pedagogical and information technologies, control methods and requires making serious changes in the role of teacher and learner. In order to develop the professional competence of the teacher, it is necessary to implement fundamental changes in pedagogical higher education. Higher education At a time when certain works are being carried out in the direction of improving the state educational standard, curriculum and textbooks, although it is difficult to abandon the existing traditional content, it will be necessary to further clarify the content of education.

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