

PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE PRIMARY CLASS TEACHERS AS A PEDAGOGICAL PROBLEM

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Abstract. This article examines the role of pedagogical activity and the development of professional competence among future teachers within the context of reforming the education system and enhancing its quality. It analyzes the integration of digital technologies and advanced pedagogical approaches into the educational process, as well as the practical significance of the pedagogical obligations outlined in the Law of the Republic of Uzbekistan "On the Status of the Educator." Furthermore, the article presents a comparative study of the various approaches to the concepts of "competence" and "competency" found in the research of educators and methodologists, thereby elucidating the essence of professional competence.

Keywords: modern education, future primary school teacher, digital technologies, educator's responsibilities, competence, competency, professional training, professional activity.

Аннотация. В статье рассматривается роль педагогической деятельности в контексте реформирования системы образования и повышения ее качества, а также вопросы развития профессиональной компетентности будущих учителей. Анализируется практическое значение внедрения цифровых технологий и передовых педагогических подходов в образовательный процесс, а также обязанности учителя, установленные Законом Республики Узбекистан «О статусе учителя». Одновременно сравнительно изучаются различные подходы к понятиям «компетенция» и «компетентность» в научных исследованиях педагогических и методических ученых, раскрывается сущность профессиональной компетентности.

Ключевые слова: современное образование, будущий учитель начальной школы, цифровые технологии, обязанности учителя, компетентность, профессиональная подготовка, профессиональная деятельность.

Anotatsiya. Ushbu maqolada ta'lim tizimini isloh qilish va uning sifatini oshirish sharoitida pedagogik faoliyatning o'rni hamda bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirish masalalari yoritilgan. Ta'lim jarayoniga raqamli texnologiyalar va ilg'or pedagogik yondashuvlarni joriy etish, shuningdek, O'zbekiston Respublikasining "Pedagogning maqomi to'g'risida"gi Qonunida belgilangan pedagog majburiyatlarining amaliy ahamiyati tahlil qilingan. Shuning bilan birga, pedagog va metodist olimlarning ilmiy tadqiqotlaridagi "kompetensiya" va "kompetentlik" tushunchalariga berilgan turli yondashuvlar qiyosiy o'rganilib, kasbiy kompetentlikning mohiyati ochib berilgan.

Kalit so'zlar: zamonaviy ta'lim, bo'lajak boshlang'ich sinf o'qituvchisi, raqamli texnologiyalar, pedagogning majburiyatlari, kompetensiya, kompetentlik, kasbiy tayyorgarlik, kasbiy faoliyat.

It a time when fundamental reforms are being implemented in the modern education system, enhancing the quality of education and modernizing its content to meet contemporary demands has become a matter of particular importance.

This is because the country's future progress is inextricably linked, first and foremost, to nurturing a young generation that is knowledgeable, capable of independent thought, and equipped with modern professional skills. Consequently, introducing advanced pedagogical approaches into the educational process, improving curricula and textbooks, and effectively utilizing digital technologies are among the key priorities.

The role of pedagogues in ensuring the quality of education is incomparable. A teacher not only imparts knowledge to students, but also influences the formation of their outlook, spirituality and life values. Therefore, protecting the rights of pedagogues, creating the necessary conditions for free and effective professional activities is becoming one of the important directions of state policy. One of the important measures in this regard is to adequately encourage their work, help them improve their professional skills, and free them from unnecessary tasks that are not related to the educational process. The Law of the Republic of Uzbekistan "On the Status of the Pedagogue" defines the obligations of the pedagogue, which are as follows: "to respect the honor, dignity and reputation of the participants of the educational process; to conduct training sessions in accordance with the curriculum and state educational standards; to take necessary measures to increase the level of knowledge of students during training sessions; to use information and communication technologies, advanced and innovative forms and methods of education; to take into account the psychological and unique characteristics, physical and mental health of students, to pay attention to the creation of conditions for the education of persons with special educational needs and not to discriminate against them; to conduct educational work with minors in cooperation with their parents or other legal representatives to regularly improve his qualifications, to undergo periodic attestation in terms of his position; to comply with the charter and (or) other founding documents of the educational organization; to undergo a mandatory medical examination on time"[1].

Developing the professional competence of future teachers in the implementation of the assigned tasks is of great importance.

There are various perspectives in the academic literature regarding the definition of the concepts of "competence" and "competency." F.Delamare and J.Winterton characterize competence as the standard behavior or conduct required for a specific activity, and competency as the degree of alignment with that requirement—that is, the ultimate outcome of demonstrating competence[4].

According to N.Baytorayeva, competence represents a specific stage of thinking—facilitated by a system of concepts—that enables the rapid resolution of problems and tasks through the ability to execute required practical activities [3]. A.V. Khutorskoy defines competence as a set of interconnected personal attributes (knowledge, skills, proficiencies, and methods of activity) required for effective, productive performance regarding specific subjects and processes[8].

Competence is realized and assessed in professional practice through the professional training of specialists and the application of acquired knowledge, skills, and qualifications. A specific aspect of this process involves aligning with the qualification requirements set for professional, social, psychological, and pedagogical training stages, taking into account individual characteristics[5].

According to G.S.Altshuller, it involves fostering creativity during youth by focusing on the tasks of creating a free and creative educational environment[2].

Professional competence can be defined as a complex characteristic describing an employee's ability to update knowledge acquired during the performance of professional duties and to apply that knowledge when necessary. Competence is manifested and developed through activity. Creative competence is an integral characteristic of the professional as a subject of activity; it is demonstrated through the systematic manifestation of the knowledge, skills, experience, abilities, and personal qualities that enable the successful resolution of professional tasks[6].

According to N.A.Muslimov, competence is the result of a student acquiring the knowledge, skills, and proficiencies necessary to carry out didactically significant activities—both personal and social—and possessing the ability to apply them in such activities[7]. Competence is not merely the acquisition of isolated knowledge and skills, but rather the mastery of integrated knowledge and actions within each independent area.

In conclusion, the fundamental modernization of the modern education system and the elevation of educational quality to a new level are directly linked to preparing mature, competitive, and highly skilled professionals for society. The priority tasks and obligations outlined in the Law of the Republic of Uzbekistan "On the Status of the Educator" not only elevate the teacher's standing in society but also place significant responsibility upon them. "Competence" is not merely a collection of theoretical knowledge and skills, but the ability to apply them promptly and genuinely in practice, particularly within unexpected or changing pedagogical situations. Developing the professional competence of future teachers requires them to engage in continuous self-improvement, master innovative and digital technologies, and cultivate creative thinking. It is the duty of the modern educator to consider the psychological and physiological characteristics of every learner, create equal opportunities for students with special needs, and respect the honor and dignity of all participants in the educational process.

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