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SCIENTIFIC AND THEORETICAL FORMATION OF PEDAGOGICAL COMPETENCE IN FUTURE PRIMARY CLASS TEACHERS ASOSLARI

Islomova Gulchexra Tashpulatovna[1], Inoyatova Zulfiya Xamdamovna[2], Muratxodjayeva Ziyoda Baxtiyorovna[3]
[1,2,3]Tashkent State Pedagogical University named after Nizomi

Abstract: This article analyzes the problem of competence, the history of its development and the results of the conducted research. The content of social and cultural competence, the need to develop it in future primary school teachers is based. Advantages and conveniences of using educational opportunities based on the competence approach based on modern computer technologies in the primary classes of general education schools. Also, in the article, the authors present proposals and recommendations for the development of a corporate system, stages, and a pedagogical model of the development of socio-cultural competence in future teachers.

Key words: future primary school teacher, competence, competence, types of competence, professional competence, socio-cultural competence, corporate system, qualification requirements, model.

"Improving the quality of education - New Uzbekistan is the only correct way of development.
President of the Republic of Uzbekistan Sh.M. Mirziyoyev

The need to carry out extensive reforms in the field of education is that in order for our independent republic to find its place in the world community, to transition to a market economy, and not to fall behind in scientific and technical development, it is important to train potential personnel that meet world standards. The implemented reforms and the adopted regulatory legal documents fully reveal the essence of the process of training competent pedagogues who are well-rounded individuals, qualified specialists and owners of their profession. In particular, the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of 2017 approved the development of state educational standards and educational programs aimed at the formation of competencies in students.

Today, the organization of education based on the competency approach, the formation and regular development of the competencies of teachers and students are among the urgent issues of pedagogy. Competence is a pre-set social requirement for educational preparation of students for effective activity in a certain field. Competence is multifaceted and has several interpretations. Competency refers to the acquisition of appropriate competencies by the learner. Competence includes the personal qualities of the learner and the minimum level of knowledge, skills, skills and practical experience accumulated by the activity in the given field. Special competencies and basic competencies are mutually different. Basic competencies are the model of the student's life and social activity in the future. When students acquire certain knowledge, skills, qualifications and experience, they can apply the acquired competences through their activities. Basic competencies are considered necessary for the

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future social activity of the student. Competencies mastered within the framework of special education mainly ensure the effectiveness of educational and professional activities in the future. Competencies are formed based on the lifestyle, cultural, spiritual life and traditions of the people of each country.

One of the important tasks facing the science of pedagogy is to clearly consider general and specific approaches to the formation of basic life competencies in elementary school students and to develop the theoretical and didactic foundations of this phenomenon based on existing methodological approaches. In recent years, the concept of competent approach has been widely used in pedagogy. This term, which is often used in educational practice, occupies a priority place in the content of education. Competent approach as a basic concept is being absorbed into the scientific concepts of modern pedagogy. The peculiarity of this concept is that it requires mutual comparison with obsolete concepts in the science of pedagogy. In the course of our research, we will try to explain the concepts that are part of the competence approach and are interrelated with it. They are: competence, competence, professional competence, pedagogical competence. In addition, during our research, we tried to think about competence and readiness, competence and knowledge, skills, qualifications. A competent approach is presented as a conceptual basis for ensuring a uniform educational process. Competences formed in students are creative, i.e. creative, and encourage them to be active regularly. Such competencies include communicative, working with information, self-development, social-emotional and civic. Special attention should be paid to students' experience of using competencies. For this, it is necessary to design educational programs, literature, textbooks, instructional manuals based on the competency approach, to include educational materials that serve to create competencies in secondary projects chosen by teachers, to include educational assignments, to develop digital didactic tools. approach to exit from the same point of view is gaining special relevance. Nowadays, it is impossible to imagine the field of education without a pedagogue who is specially trained, has professional competence, and uses psychological knowledge, skills, and skills in the process of education based on the principles of effectiveness. The essence of the concept of "competence". In the conditions of market relations, resistance to strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to increase it consistently. So, what is competence and what are its types? What qualities are reflected in the basis of professional competence? What qualities of competence should a pedagogue highlight? In this place, we will talk about these and related ideas. There are the following types of core competencies in education:

- Communicative
- Mathematician.
- Information.
- Manager.
- Autonomization.
- Ethical.
- Social.

The intersection of classes (consistency) is expressed in this classification, for example, productivity can be considered as a general feature of any activity: communication or solving mathematical problems. Information category intersects with others and so on. Thus, these types of

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competences cannot be distinguished separately. Cross values are also available in the classification of A. V. Khutorsky. It defines the following types of competence:

- ✓ Education and training.
- ✓ Value-semantic.
- ✓ Social and labor.
- ✓ Communicative.
- ✓ Common culture.
- ✓ Personal.
- ✓ Information.

In 1996, a tentative list of the main categories was formed at a symposium in Bern. It includes the following types of competence:

- ❖ Social and political.
- ❖ Intercultural. They allow living together with people of other religions or cultures.
- ❖ Identifying lifelong learning skills.
- ❖ Related to mastering written and oral communication.

The essence of the concept of "competence". In the conditions of market relations, strong competitiveness, which occupies a priority position in the labor market, requires every specialist to have professional competence and to improve it in continuous development. So what is competence? What qualities are reflected in the basis of professional competence? It is necessary for a teacher to be able to highlight the qualities of his competence. In this place, we will talk about these and related ideas. The English concept of "competence" literally means "ability", and in terms of content, it serves to illuminate the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talent. The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and "ownership of a plan of action in complex processes". The concept of ability is not only a pedagogical, but primarily a psychological concept and is studied and taught through the science of psychology. Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Quoting the great poet and thinker Yusuf Khos Hajib: "Where there is intelligence, there is greatness, where there is knowledge, there is greatness."

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work. Below, the essence of the qualities reflected on the basis of professional competence will be briefly explained.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

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2. Special competence - preparing for the organization of professional-pedagogical and psychological activities, rationally solving professional-pedagogical tasks, realistic evaluation of the results of activities, consistent development of BKM, based on this competence, psychological, methodical, informational, creative, innovative and communicative competence is evident.

The main tasks of the science of pedagogical competence:

1. Methodological: clarification of general theoretical foundations of pedagogical sciences.
2. Analytical: studying the content, essence, cause-and-effect relationships of the educational and educational process, analyzing, summarizing and evaluating the pedagogical experience
3. Prognostic: setting scientific goals and strategies for the development of the educational system, ensuring effective management of educational policy.
4. Organizational: development of new pedagogical technologies, innovative forms and tools, implementation of pedagogical research results, creation of scientific-methodical support for educational process management.

The main categories of the science of pedagogical competence. It is well known to us that each science has its own system of basic concepts, laws, principles, and rules. It is this condition that guarantees its recognition as a science. The most important, basic concept that reveals the essence of science is called a category.

A person is a psychologically developed member of society, distinguished from others by his personal characteristics and actions, having a certain attitude and worldview.

Education is the process of comprehensively raising the young generation based on a specific, clear goal and socio-historical experience, forming their mind, behavior and worldview.

Education is a process aimed at equipping students with theoretical knowledge, practical skills and abilities, building competence, developing cognitive abilities, and forming worldviews.

Knowledge is a systematized set of scientific information about existence, which is reflected in the mind of a person in the form of concepts, generalizations, and certain images.

Skill is the ability of a person to organize a certain activity.

A skill is an automated form of performing a specific action or activity.

Competence is the ability to apply acquired knowledge, skills and competence in daily and professional activities.

Competence is a specialist who is able to embody knowledge, skills, qualifications, and spiritual feelings. A master of his work, a deep knowledge of the secrets of his field.

Social competence is the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

Special competence is preparation for organization of professional-pedagogical activity, rational solution of professional-pedagogical tasks, evaluation of activity results, consistent development of BKM, psychological, methodical, informational, creative, innovative and communicative competence is noticeable on the basis of this competence. . They contain the following content:

Personal competence - achieving consistent professional growth,

to increase the level of qualification, to demonstrate one's internal capabilities in professional activity.

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Technological competence - mastering advanced technologies that enrich professional and pedagogical BKM, being able to use modern tools, techniques and technologies.

Extreme competence is the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise.

They express the following content: Teachers study their psychological characteristics and organize an individual approach to them.

Psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;

Methodological competence - the methodical rational organization of the pedagogical process, the correct determination of the forms of educational or educational activity, the ability to choose methods and tools in accordance with the purpose, the ability to effectively use methods, the successful use of tools;

Information competence - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively;

Creative competence - a critical, creative approach to pedagogical activities, the ability to demonstrate one's own creative skills;

Innovative competence - improving the pedagogical process, improving the quality of education, putting forward new ideas to increase the effectiveness of the educational process, and effectively implementing them into practice;

Communicative competence is the ability to communicate sincerely with all participants of the educational process, including students, to listen to them, to have a positive influence on them.

Personal competence - consistently achieving professional growth, increasing the level of competence, demonstrating one's internal capabilities in professional activity. Technological competence - mastering advanced technologies that enrich professional and pedagogical BKM, being able to use modern tools, techniques and technologies. Extreme competence is the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise. A systematic approach to education and training processes is a process aimed at clarifying the goals and tasks of these processes based on the results of education and training, designing each stage separately, and clearly defining the forms, methods and tools of education and training. The systematic approach is based on the multifactoriality of the education and training process itself, the impact of many factors, the lack of quick manifestation of the results, the orientation of the teacher's activity (directly or indirectly), with multiple levels. dependently embodied. Multi-leveling is characterized by the transition of future teachers from the level of imagination about this or that quality to the understanding and later the formation of skills to act in accordance with the acquired and the development of correct behavioral habits. It is necessary to implement the process of developing the pedagogical competence of students in several stages, including the course of pedagogical and psychological sciences, the methodology of teaching academic subjects, and

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pedagogical practice. The goal of the competency-based approach is to overcome the gap between the specialist's theoretical knowledge and its practical application from the point of view of modern education. Therefore, the modern educational process does not consist in providing students with knowledge that is difficult to apply in practice, but rather in mobilizing this knowledge to solve actual professional problems, as well as in order for students to independently solve such problems in the educational process. should consist of creating conditions

The process of developing pedagogical competence in future primary school teachers, in turn, requires a systematic and active approach. Of course, taking into account the main goals and tasks of the competence approach to the educational process mentioned above, it is necessary to clarify each stage, criteria, forms, methods and tools of this process, and to use them effectively. Therefore, based on the purpose of the research, a model for the development of socio-cultural competence of future teachers was developed.

Subject of activity: future primary school teacher

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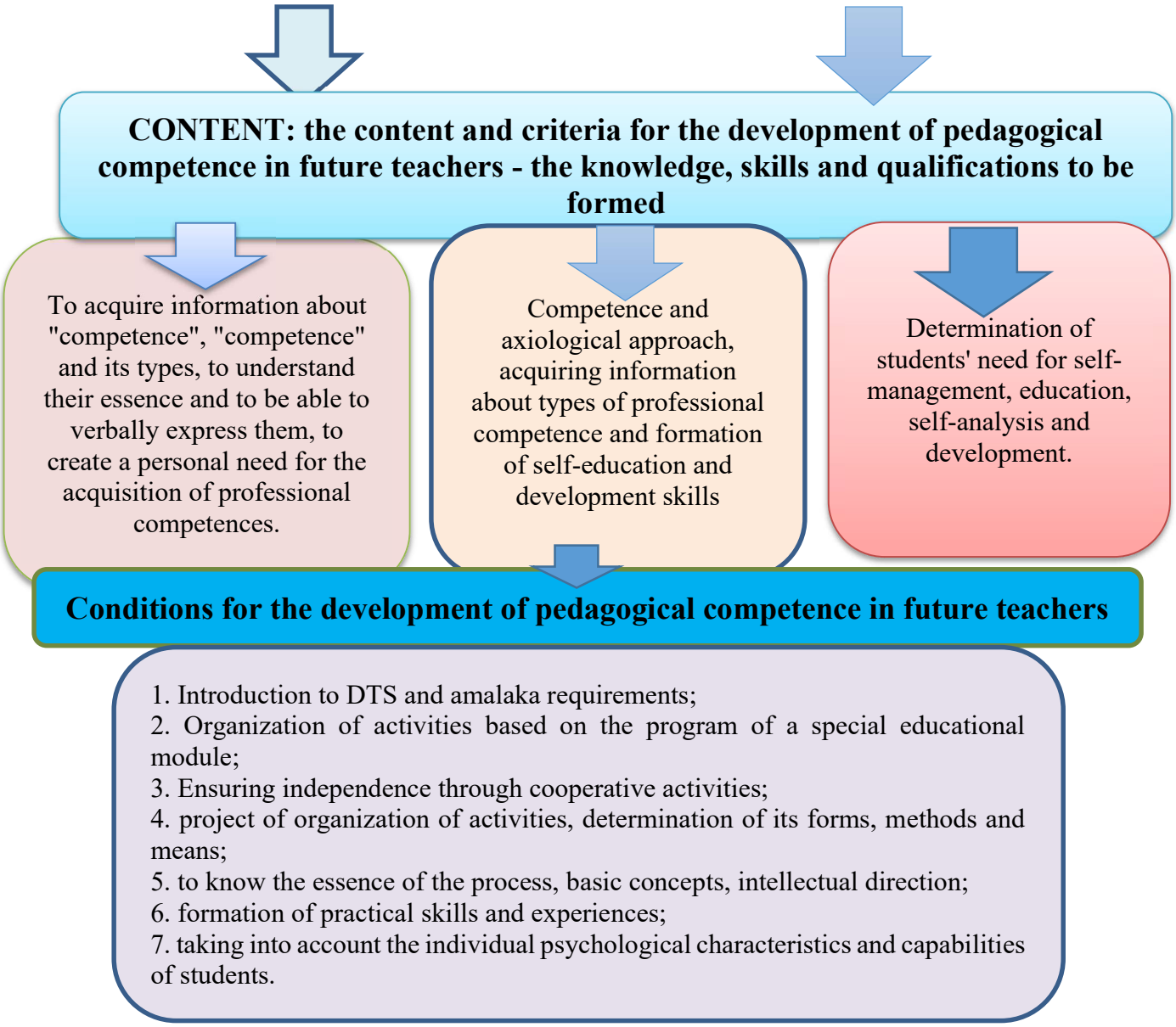

This model reflects the goal of the development of pedagogical socio-cultural competence in the future elementary school teachers of the higher education system and the expected result based on it. It also defines the stages of the process, the main pedagogical conditions, the forms, methods and means of organizing activities, as well as the system of knowledge, skills and qualifications that must be mastered by students. As one of the main factors of ensuring the effectiveness of the development of socio-cultural competence in future teachers, first of all, in the development of the teacher-teacher training project, in determining the main goal, in defining pedagogical tasks, the existing conditions, the level of knowledge of students, their he should take into account his interests, as well as be able to choose the most effective ways and methods to achieve the set goal and have the ability to use them in

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the teaching process. The future professional pedagogical activities of future primary school teachers will be conducted on the basis of "teacher-pupil" interaction, in this process educational, educational, correctional, formative and developmental goals will be realized. Therefore, it is appropriate to pay attention to the communicative (dialogue) competence when studying the socio-cultural competence of future teachers.

Science-based conclusions about the issues of consistent implementation of reforms in the field of education, improvement of education for elementary school students based on the competence approach, are being reflected. Competence, working with information, self-development, socially active citizenship, national and general cultural, mathematical literacy, awareness and use of science and technology news, formation of basic competencies in students will help graduates to be mentally and spiritually mature, future prepares the ground for a bold and firm step in life. Until this time, attention was focused on assessing the level of students' mastery, now it is intended to evaluate not only the knowledge of students, but also the competences that are being formed. According to the current Regulations, the evaluation of students' knowledge was carried out based on the criterion of positive evaluation from the bottom up. That is, in the "5" point system, every point ("1", "2", "3", "4", "5"), every opportunity of the student was taken into account. Note that the options are listed for each score. Ability means the student's mastery, readiness for the lesson, note-taking, diligence, participation, inclination to additional tasks, ability to analyze information on the subject, to perform independent work and defend his point of view, the lesson and actions such as setting an example in extracurricular activities were envisaged. In order to develop this idea, the following approach can be recommended in the description of the student's capabilities when assigning each point ("1", "2", "3", "4", "5"): "1" point - 5 it is assumed to use 1 of the possibilities. In terms of subject-related competence that should be formed in the student: it is taken into account that he tries to answer the tasks, although he performs the tasks incorrectly, when distinguishing the studied phenomena, principles and their differences and similarities. Information competence. Inability to use available sources of information (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.), inability to work with simple documents encountered in daily activities is taken into account. For example, in mathematics lessons, it is taken into account that the student can make personal economic plans based on simple calculations related to daily needs and develop simple small projects, and is partially aware of science and technology news. On the basis of the following methods and approaches, it is possible to achieve much higher results in the formation of the competence of working with information in primary school classes. An interactive approach. Teachers create a comfortable environment for good organization of the lesson process. Students are allowed to exchange ideas (information). They discuss and resolve the pending issues together. They will find a solution in cooperation to get out of the situation. They demonstrate their knowledge to each other based on the information they have received.

The design method is a teaching system in which students acquire knowledge, skills, and competences in the process of planning, constructing, and executing a practical task of increasing complexity. Learners carry out projects related to a wide range of problematic (creative, information, communication, etc.) issues. In order for this method to be highly effective, students must have a high level of motivation in completing the project. Through the projecting method, the following personal

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competencies are formed in students: team work; diligence; sense of responsibility; self-confidence; teachability; quick thinking; being able to see the progress of the process; ability to observe; foresight; diagnosis; motivation.

Critical thinking method, Problem-based modular education method. The method of problem-based modular education involves the practical application of acquired theoretical knowledge. This method forms the didactic basis of various models of teaching and differs in teaching tools and methods of using pedagogical techniques. It means dividing the educational subject into relatively small parts - modules. Education aimed at the development of the student's personality. A person who engages in social relations and actively participates in social development is called a Person. A person born as an individual later becomes a person. A person's lineage is embodied in the concept of an individual.

The design method is a teaching system in which students acquire knowledge, skills, and competences in the process of planning, constructing, and executing a practical task of increasing complexity. Learners perform projects related to a wide range of problematic (creative, information, communication, etc.) issues. In order for this method to be highly effective, students must have a high level of motivation in completing the project.

A cluster is a way of creating an information map - gathering ideas around some key factor to centralize and define the essence of the entire structure. Accelerates the activation of knowledge, helps to freely and openly involve new interrelated ideas on the topic in the thinking process. They get acquainted with the rule of forming a cluster. In the center of the blackboard or a large sheet of paper, write the main word or the name of the topic consisting of 1-2 words. With the main word in the compound, words and suggestions related to the topic are added by writing "companions" in small circles. They are connected by dashes with the word "main". These "satellites" may have "sub-satellites". Recording can continue for the allotted time or until you run out of ideas. A (general) sign indicating the importance of category-properties and relationships. Provides integration of information obtained on the basis of isolated symptoms. Develops the skills of systematic thinking, structuring and systematization of information. Categories are formalized in the form of a table. The files are divided according to the data category. Some category names may change in the course of work. New ones may appear. Presentation of work results

BBB Schedule - I know/ I want to know/ I have learned. It allows you to search by topic, text, section. Develops the skills of systematic thinking, structuring, and analysis. They got acquainted with the rule of making a table. In separate small groups, they formalize the schedule. They answer the questions "What do you know about the topic" and "What do you want to know?" They fill in section 3 of the table in independent small groups.

A Venn diagram is used to compare or contrast or contrast aspects 2 and 3 and common aspects. Develops the skills of systematic thinking, comparison, comparison, and analysis. Learn the rule of Venn diagram. In separate small groups, they make a Venn diagram and fill in the non-intersecting areas (x). They get into pairs, compare and complete their diagrams.

Creates a list of data common to two or three circles at the intersection of circles.

1. You choose whether to use circular or rectangular shapes.
2. You choose the appearance of the drawing - whether the chain of reasoning is straight or not.

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3. Directional indicators define your searches: your direction from the initial state to the search. Today, in the age of advanced information technologies, the wide use of modern technologies and unusual interactive methods is being used to raise the level of education of students. Today's article discusses the issue of teaching schoolchildren based on interactive methods and a competency approach.

To sum up, a number of studies have directly studied the professional competence of a pedagogue and its specific aspects. Working on oneself and self-development are important in acquiring professional and pedagogical competence. Self-development tasks are determined by self-analysis, management and self-evaluation. We can say that it is necessary to introduce a new effective, universal pedagogical method that can help solve important tasks for the training of new system specialists. To do this, it is necessary to make the classes in laboratory stands and educational workshops not only interesting, but also convenient and easy for all students. Lessons should be able to attract, take into account all mental and didactic factors, demonstrate the processes in a lively way, conduct exercises and increase the mastery of the taught subject, in general, increase the effectiveness of the entire teaching. it is necessary to provide an opportunity for self-assessment of knowledge. It is from this point of view that the application of modern multimedia technologies helps to optimally solve the above-mentioned tasks and eliminate a number of shortcomings of the traditional teaching method.

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