

# Development of Professional Qualities of Future Primary Education Teachers

Choriyeva Zuhra Tolib kizi  
Senior teacher of ShahDPI

**Abstract.** The article presents the factors of managing the process of formation and development of teaching professional qualities of primary education students in a higher educational institution. acquisition and their practical application at a high level, 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, competence is the constant enrichment of specialized knowledge, to learn new information, to understand important social requirements, to be able to find new information, to process it and to apply it in one's work, the professional competence that graduates of a higher education institution should acquire, the integration processes of acquiring it and the profession to be formed y recommendations are given about qualities.

**Key words:** competence, professional competence, gnosticism, activity, bird, pedagogy, process, teaching, education, upbringing, system, quality, result, attention, formation.

**Introduction.** The rapid penetration of news into the education system in our country and the decision of global informatization in modern conditions calls for everyone, including students, to have a large amount of information. The same kind of information is available to today's youth in terms of their personal growth, intellectual development, increasing their existing abilities, effective socialization, consistent work on themselves, professional maturity, and theoretically striving for the ideas of creativity, creativity, and humanity. It creates the basis for increasing students' interest in learning and developing as professionals. Over the past century, gradually but steadily developing educational technologies support the direct production process, improve the quality of education, increase efficiency, highly intelligent, mentally stable, competitive specialists. serves the purpose of providing After all, the rapid flow of information and the fact that it has become global require the need to consistently update the educational material that is delivered to students during the educational process. This requires teachers to have an innovative approach to the teaching process, to ensure that educational information is rich in content, interesting, and highly practical, and students are responsible for studying. is responsible approach.

In the course of the reforms of the educational system, ample opportunities are being created for the all-round development of the individual and for the effective education of young people [1]. To date, ample conditions have been created for the formation of the legal basis of the education system. In turn, the reforms made it possible to improve the structure and content of education. Education is the main factor in reforming society and turning it into a society that is more open to the outside world and oriented to new technologies and knowledge. It determines and determines not only the development perspective of the society, but also the individual activities of each person.

**Main part.** Being able to withstand strong competition, which is a priority in the labor market today, requires every specialist to have professional competence and to improve it consistently. 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. This and similar ideas are discussed here. The English concept of "competence" literally means "ability". The content serves to illuminate "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional qualifications, skill and talent." The concept of "competence" entered the field of education as a result of the scientific research of psychologists. From a psychological point of view, 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.

"Professional competence" is a widely known concept in the foreign education system. In recent years, due to Uzbekistan's efforts to integrate into the European community, not only strategies for the development of professional education, but also definitions for the use of innovative pedagogical technologies serve as a basis. The competent approach in the education system is focused on the principles of creating a single European educational environment within the framework of the Bologna and Copenhagen processes.

Competence is characterized by the following signs:

- to be able to correctly and quickly apply knowledge in any specific situation, taking into account its various aspects;
- the ability and readiness to make decisions, at the same time, the ability to choose the most optimal decision option for this situation;
- organizing social activities and being able to use all opportunities for this;
- communicative skills that allow to establish relations with other people within the scope of activity with specific goals in mind and in an acceptable manner;
- possession of certain spiritual values, worldview, general cultural and moral qualities, the presence of a sense of striving for activity;
- striving to develop one's creative abilities, mastering new methods of activity.

Professional competence is the acquisition of knowledge, skills and abilities necessary for the professional activity by a specialist and their practical application at a high level [10].

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. Professional competence in complex processes; performing unclear tasks; using conflicting information; it is manifested in being able to have an action plan in an unexpected situation. Specialists with professional competence consistently enrich their knowledge, absorb new information, deeply understand the requirements of the time, search for new knowledge, process it and effectively apply it in their practical work.

It is based on the results of professional training (knowledge, skills, qualifications and competencies) of graduates of higher educational institutions [11].

**Results and Discussion.** Improving the quality of education envisages a system of coordinated interaction of pedagogical and professional activities of primary education students, and the final result of the formed educational work is the personality of the pedagogue and his competence. This research process requires a preliminary definition of the conceptual apparatus. We chose the following definitions:

Competence is an integral quality of a specialist, which describes a person's readiness to rationally perform this or that social role [12].

Professional competence is an integral quality of an employee (specialist) and is a set of personal qualities that represent not only the level of mastery of knowledge, skills and abilities in one or another field of special activity, but also the ability to work effectively in society. Competence is the result of education expressed in the readiness of a specialist to perform certain professional tasks based on the use of internal and external reserves. Special competence is a professional competence that expresses the functional specificity of the professional activity of a certain specialist.[6]

The researches of Adolf, E.F. Zeyer, I.A. Zimnyaya, V.V. Krayevsky, N.V. Kuzmina, P.I. Pidkasistiy, V.A. Slastenin and other Russian scientists prove that the level of formation of professional competencies in acquiring the pedagogical profession depends on the quality of mastering the main types of training. The difference between a student of primary education and other pedagogues is that he will teach a large amount of academic subjects in the future and be considered the head of the class.[2]

Questionnaire surveys of school principals (employers) and primary education students revealed that the problem of forming professional competences of primary education and higher education qualification requirements in the example of teaching first-grade students to write showed that it is of great scientific and

practical interest due to its inconsistency, as well as the diversity of educational-methodological complexes used in teaching in primary classes.

In the conditions of teaching variability, students should know the characteristics of each MM and know how to work on them [13].

Unfortunately, it is necessary to introduce innovative methods in the textbooks of the higher educational institution, in the modern teaching-methodological complexes. Therefore, a young pedagogue must undergo additional retraining after graduating from higher education institution. In order to get out of the situation, it is important to develop the structure of professional competence of primary education students, to choose the rational technology of the process, and to control the form and level of development of individual competencies in primary education students.

The analysis of studies on the improvement of knowledge, skills and qualifications of primary education students made it possible to carry out a number of works between the following: modern requirements for the level of competence of primary education students and the conceptualization of the formation and development of professional competence in science -adequate development of technological bases; the demand for primary education students with good practical training and the orientation of the educational process to the student's theoretical preparation in recent years; the need to improve primary education students with professional competencies and to develop educational and methodological support in accordance with the purpose; monitoring the quality of education by measuring the level of formation and development of professional competencies.

Primary education requires the use of innovative approaches in improving students' knowledge and skills, and in professional self-development [14]. Perhaps it is necessary to emphasize the superiority of one of them in the complex unity of many types of activity according to the conditions. For example, existing organizational skills in the activity of a pedagogue necessarily imply a focus on communication with students, and gnostic skills (cognitive development) imply the priority of learning and play.

The specificity of primary education student education requires special attention to the term "teaching", which is often equated with the concept of "learning activity" [15].

The main purpose of education is considered to be "acquisition of certain knowledge, skills, competences, forms of behavior and activities", and it is "expressed in active gnostic activity and is based on it". We believe that it is more effective to understand them by covering all age groups.

"Educational activity is an activity that, according to its content, expresses the acquisition of generalized methods of behavior in the field of scientific concepts".[3]

I.A.Zimnyaya, describing the educational activity, says that it is "learning specially set by the teacher on the basis of external control and evaluation, which turns into self-monitoring and evaluation activities on self-development in the process of solving tasks. [4]

In this understanding, the educational activity assumes the teacher's personality to the first place. Without losing its gnostic orientation, it simultaneously becomes a pedagogical activity, the content of which is to create optimal conditions for students to carry out their educational activities. The uniqueness of pedagogical activity means the development and improvement of the learner and the teacher. In the process of education, the student serves not only as a carrier of knowledge, but also as a teacher and educator who embodies the experience and culture of the older generation for the student.

In this way, educational activity is considered not only teaching, but also educational, educational, forming the student's personality - pedagogical work.

We come to such a conclusion by referring to traditional and modern pedagogy, which studies the fundamental concepts of "pedagogical activity", "pedagogical process", "teaching", "education", "education" and the like. For example, V.A. Slastenin describes pedagogical activity as a "special" type of human activity aimed at transferring culture and social experience accumulated by mankind from older generations to younger generations, creating conditions for their well-rounded development and preparation for certain social tasks in society. [8] It is called professional when it is carried out by specially trained people and institutions, and in other cases the authors suggest to call it general pedagogical.

The goal of pedagogical activity is to educate a well-developed person. Pedagogical purpose is a historical and dynamic phenomenon.

Pedagogical behavior is the main organizer of pedagogical activity. V.A. Slastenin states that the organizer of pedagogical activity is educational work and teaching. The first one is aimed at managing the cognitive activities of the students, organizing the educational environment and managing the manifestations of various activities of the students.

V.A. Slastenin refers to teaching as a method of organizing the pedagogical process and states that "teaching is a unique cognitive process controlled by a pedagogue." From this, it can be concluded that teaching is a professional pedagogical activity that in many cases requires skills no less than educational influence. In our opinion, student professionalism is a unity of teaching and educational skills. As a result, the author enumerates the important functions of teaching (educational, educational and developmental) and emphasizes that the content of student activity "consists of managing students' activities related to active and conscious knowledge".[7]

Attention should be paid to increasing and improving the quality of students' education, expanding the practice of implementing high-level programs that provide for the teaching of methodical sciences, as well as their mastering of additional educational programs. A multi-level pedagogical education system has been created in the higher education system.

The development of qualification requirements, programs, curricula and methodology for training primary education students in higher education institutions is based on the following principles:

- 1) strengthening scientific and professional methodical training;
- 2) humanization of the education system;
- 3) a competent approach to the selection of educational content;
- 4) continuity of educational stages;
- 5) development of individual's independent education and creative abilities;
- 6) variety of educational programs and guaranteed flexibility of the system.

As mentioned earlier, higher professional education is education aimed at training practically oriented specialists. Such specialists are very necessary in schools today. According to N.V. Kuzmina, the main sign of professional training is the knowledge of the subject that the pedagogue explains to his audience, or the performance of many tasks and roles, rather than the traditional skills for the student - arousing interest in knowledge in the child, certain qualities of personality. states that formation is considered. [9] These ideas are considered practical and apply more to students of primary education. Their training will be completed in pedagogical higher educational institution. While improving their qualifications, students of primary education work on improving their methodical preparation.

Students should perform their professional tasks at the level of a master, ready to express knowledge and skills, to solve the usual tasks of primary education: this is to prepare students of primary education who have mastered methodical methods of activity. is a student who is ready for conscious executive activity in the main, practically applied programs of education [16].

The integration processes in the society present to the educational system the problem of improving the knowledge, skills and qualifications of students in accordance with the requirements of the modern school. Therefore, in order to effectively carry out his professional activity, he must have a basic level of professional competence. Professional competence is the quality, characteristic or state of a pedagogue that, together or separately, ensures the physical and spiritual compatibility of a specialist with the requirements of a certain profession, specialty, specialization, qualification, the qualification requirements, needs and requirements of the service activities that he acquires or performs.

Analysis of our research work, primary education students should have the following qualities: firm confidence; scientific outlook; social activity; professional-methodical orientation; various psychological knowledge and skills; extensive knowledge in his specialty; sufficient level of methodological knowledge and skills are formed and developed; moral qualities; self-study skills and competencies and professional development.

**Conclusion.** The results of our research showed that the professional competence of primary education students includes two interrelated components: professional-pedagogical orientation and methodological readiness.

The description of the listed concepts does not fully reveal the special and functional features of the highlighted components of professional competence of primary education students in their student activities. Solving the problem of forming students' professional competencies is related to the development of their opportunities and abilities in pedagogical activities. Therefore, only those who constantly strive to engage in the pedagogical work that arose under the influence of the conditions in his life can become a real pedagogue.

Pedagogical work requires a range of personal qualities, which must be present in the student in the process of pedagogical activity and ensure his success. Pedagogical orientation expressed in love for children and loyalty to the chosen profession belongs to such qualities. It includes the following motives of the pedagogical profession: motives expressed during the student's work; motives for improving professional activity. The first stated motives include interest in the profession, imitation, organizational skills in working with children, etc., as well as the second, which can often coincide with the first, love for children, the importance of student work, and the presence of pedagogical skills.

The results of the research showed that professional orientation is considered an important factor of students' cognitive activities and independence in the educational process. On the other hand, the pedagogical activity of a student of primary education is a complex and multifaceted work according to its psychological content, which requires higher spirituality, deep and comprehensive knowledge, higher culture, teaching requires stable interests in the field, a clearly expressed professional orientation, love for children. The most important features of the professional direction are the following: the presence of a number of general and special abilities; acquisition of a number of special skills and qualifications; existence of professional interest; conscious choice of profession; implementation of needs in pedagogical work.

These features and peculiarities can be the result of the interaction of certain special pedagogical conditions in which students participate, the product of thoughtful activity, and objective conditions are also necessary for the development of professional pedagogical direction.

The conducted research shows that the effectiveness of the formation of students' professional preparation for pedagogical work, the speed of their promotion depends on how well students choose the profession, and the student's academic work determines the structure of professional preparation for pedagogical work, the composition of professors and teachers, students' explores the scope of primary education majors and reflects how much they focus on nurturing professional qualities that ensure student success.

## References:

- [1]. Andy Norman. The Socratic Method as an Approach to Learning and Its Benefits // <http://repository.cmu.edu/hsshonors>.
- [2]. Адолф В.А. Теоретические основы формирования профессиональной компетентности учителя: дисс. ... д-ра пед. наук. М., 1998. – 356 с.
- [3]. Зеер Э.Ф. Личностно-ориентированное профессиональное образование. - Екатеринбург, 1998. - 186 с.
- [4]. Зимняя И.А. Ключевые компетенции - новая парадигма результата образования / И.А. Зимняя // Высшее образование сегодня. - 2003. № 5. С. 34-42.
- [5]. Зимняя И.А. Компетентностный подход. Каково его место в системе подходов к проблемам образования? // Высшее образование сегодня. 2006. № 8. С. 20–26.
- [6]. Gordon, M. (2009). Toward a pragmatic discourse of constructivism: Reflections on lessons from practice. *Educational Studies*, 45, 39-58.
- [7]. Department of Health. (1999). Social services training support programme:1999/2000. London, UK: Author.
- [8]. Dewey, J. (1904/1974). The relation of theory to practice in education. In R. Archambault (Ed.), *John Dewey on Education: Selected Writings* (pp. 315-338).
- [9]. Chicago, IL: University of Chicago Press.
- [10]. Dewey, J. (1929/1988). The quest for certainty. In J. A. Boydston (Ed.), *The later works*, Vol. 4: 1929 (p. 30). Carbondale, IL: Southern Illinois University Press.
- [11]. Dorfman, R. A. (1996). *Clinical social work: Definition, practice and vision*. New York, NY: Brunner/Mazel.

- 
- [12]. Dubois, C. A., McKee, M., & Nolte, E. (2005). Human resources for health in Europe. Retrieved from [http://www.euro.who.int/observatory/Publications/20060112\\_1](http://www.euro.who.int/observatory/Publications/20060112_1)
- [13]. Muslimov N.A. Kasb ta'lim o'qituvchisini kasbiy shakllantirishning nazariy-metodik asoslari. Ped. fan. dok. ...diss. –T.: 2007, – 315 b.
- [14]. Слостенин В.А., Подымова Л.С. Педагогика: инновационная деятельность. - М., 1997.
- [15]. Слостенин В.А. Профессионализм учителя как явление педагогической культуры // Педагогическое образование и наука, 2008, № 12. С. 4-15.
- [16]. Кузьмина Н.В. Профессионализм личности преподавателя и мастера производственного обучения / М.: Высшая школа, 1990. - 117 с.