

# MODEL AND PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS CONDUCTIVE TO THE FORMATION OF MANAGERIAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

Makhliyo Haydarova

Researcher of the Tashkent State Pedagogical University  
Tashkent, UZBEKISTAN

## ABSTRACT

Today, the competency-based approach to education is one of the strategic directions in the development and modernization of the domestic education system.

**Keywords:** Model, competency, management, education, development, modernization.

## INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The competency-based approach is inherently personality-oriented. Let us determine how the competency-based approach contributes to the modernization of education. According to R. I. Zinurova, the competency-based approach is designed to solve the problems of modern higher professional education in the following areas:

- improve the quality of higher education;
- increase the competence and relevance of university graduates;
- increase the innovative activity of universities and the readiness of graduates for innovative activities;
- Integration of Russia into the world community [1].

Under the competency-based approach, R. I. Zinurova understands the method of modeling the results of education and their presentation as the quality standards of higher education [1].

The competency-based approach includes such a content of education that assumes a holistic experience in solving life problems, performing key functions, social roles, competencies, and at the same time is not reduced to a knowledge-orientating component. The subject knowledge with the competency-based approach does not disappear from the structure of education. Subject knowledge performs a subordinate orientational role in the structure of education.

The competency-based approach, as pointed out by G. I. Baeva, puts the pupil's ability to solve problems arising in situations in which it is impossible to teach behavior in the first place [2]. And the term "learning" itself is not acceptable in this case. As D. B. Elkonin points out, in a competency-based approach, it is necessary to construct and set "inclusion situations" [2]. "Inclusion" in this case means evaluating the situation and designing actions and relationships.

This type requires the teacher to be aware of the statement of the problem itself, evaluate new experience, and be able to control the effectiveness of its actions. In the framework of the competency-based approach, training consists in the fact that the student does not learn the ready-made knowledge suggested by someone for assimilation, but learns to trace the conditions of the origin of this knowledge [3]. The student himself forms the concepts necessary for him to solve the problem. In this case, educational activity acquires a research and practice-transforming character, and it itself becomes the subject of assimilation.

The psychological mechanisms of formation of competence differ from the mechanisms

of formation of "academic" knowledge. This is due to the fact that "academic" knowledge is intended for memorization or reproduction. Thus, competence is a complex synthesis of cognitive, subject-practical and personal experience.

Until recently, competence was mainly associated with the field of professional education. Within the framework of the competency-based approach, such methods of training specialists as the task-based approach, imitation-modeling, design and contextual methods of training, the integration of educational and research work were created [3].

The problem is finding conditions that will facilitate the transition to a holistic model of education, where priority will be given to experience, competence, subjectivity from a subject-knowledge basis. For this, it seems to G. I. Baeva that one model should not be replaced by another, but the coexistence of two paradigms is possible - knowledge-subject and competency [2]. G. I. Baeva defines three options for possible models:

- "the first - the knowledge-academic system is implemented in elementary and basic schools, and in the senior profile - competency;
- second - the simultaneous functioning of two elective education options is supposed: academic and practice-oriented, competency-based (something like gymnasium and real);
- the third - transitional forms of building education are being developed through the inclusion of integrated courses in the curriculum, in which subject areas are related to areas of competence. Other options are quite possible, but so far only one thing is clear: the transition to a new stage cannot be carried out by "sudden" actions "[2, p. 29].

As we see, G. I. Baeva simultaneously considers several levels of education at once, and, according to the first model, it is precisely the higher school that presupposes a competent model of education. G. I. Baeva gives priority to the higher professional school in the implementation of the competency-based approach in education.

So, the formation of professional competence of a future specialist can be implemented by changing through the content of education. The content of education should include not only academic subjects, but also professional skills and abilities, which should be formed in the process of mastering the subject, and through the active position of the student in various areas of the university. In a complex, all this forms and develops the personality of a specialist in such a way that the person possesses ways of self-development and self-improvement, which should ensure that the teacher functions effectively as a professional.

Such training of a competent specialist is impossible without a training system that would be built on a scientific basis. Only in this case, you can get a specialist who will meet the current requirements of today, who will be endowed with the qualities, knowledge, skills necessary in order to be competitive, capable and viable.

However, it is necessary to clearly understand that the model of a competence specialist is not a model of a graduate, since competence is associated with experience. During training in an educational institution, a specialist cannot gain such experience. Consequently, when developing curricula, it will be advisable to expand the students' performance of educational and research work in training sessions, to increase the number of business, role-playing, simulation games in the students' creative independent work. This is the most important psychological and pedagogical condition for the formation of the competence of a future specialist. It is necessary to form the value-semantic components of the competence of the future teacher.

Among the basic conditions for the development of professional competence of students, G. I. Baeva distinguishes organizational and managerial, educational, methodological, technological and "psychological and pedagogical" (the implementation of diagnostics of student development, a system for stimulating learning motivation, the definition of criteria for competence, the reflective-evaluative stage of each lesson, inclusion students in co-management) "[2, p. 15].

In the context of the dissertation research, we are primarily interested in psychological and pedagogical conditions, therefore, we will consider what is understood in modern pedagogy and psychology as psychological and pedagogical conditions.

In educational practice, the creation of such psychological and pedagogical conditions is associated with various psychological and pedagogical aspects. Psychological aspects, according to E. A. Ganin, are associated with the study of the internal characteristics of the phenomenon being studied, or a simulated phenomenon with the aim of directed influence on them. Pedagogical aspects provide the desired development of processes, phenomena and properties. Psychological aspects involve the identification and creation of circumstances that ensure the effectiveness of impacts [4]. Therefore, it is advisable to talk about the psychological and pedagogical conditions in relation to the educational system, by which I.A.Fedyakova understands the methods of pedagogical interaction, “interconnected measures in the educational process aimed at the formation of subjective personality traits taking into account psychological characteristics, productive and effective methods and methods of activity under given conditions”[5].

Analysis of studies of psychological and pedagogical conditions (E. A. Ganin, V.N. Moshkin, A.G. Tulegenova, etc.), which provide the solution to educational problems, shows that researchers most often distinguish three main groups of psychological and pedagogical conditions:

- 1) the informational conditions under which the authors understand the content of education represent the cognitive basis of the pedagogical process;
- 2) technological conditions, consisting in the forms, means, methods, techniques, stages, methods of organizing educational activities, are the procedural and methodological basis of the pedagogical process;
- 3) personal conditions, which are the behavior, activities, communication, personal qualities of the subjects of the educational process; personal conditions make up the psychological basis of the educational process [4; 6].

Information and technological conditions characterize the educational process itself and represent a "didactic cell" (as defined by Yu. A. Konarzhevsky); the contents of the third group are the conditions for the effective functioning of the “didactic cell” itself, according to A. G. Tulegenova [6].

Since the teacher has a decisive influence on the development of the personality of students and the organization of pedagogical interaction, in the implementation of psychological and pedagogical conditions, the first stage, according to A. G. Tulegenova, should be the preparation of teachers for this process [6]. Moreover, no matter what quality is supposed to be formed in the educational process, it is necessary to pay special attention to the motivational basis for the success of pedagogical influences.

The content of the psychological and pedagogical conditions is determined, as S. A. Khazova writes, firstly, by the essence and content of the formed personality quality and, secondly, by the specifics of the environment, organizational conditions and subjects of activity of the institutions in which the educational process is carried out [7].

The developed block completes the developed model, which captures the improvement of the managerial competence of future primary school teachers: knowledge, skills necessary for effective management and increase personal effectiveness; formation of managerial functions; development of personal managerial qualities (social intelligence, organizational and communicative abilities, volitional qualities, subjective control, orientation of professional activity on the child).

Let us consider in more detail the totality of psychological and pedagogical conditions that contribute to the formation of the managerial competence of the future primary school teacher.

The analysis and features of the formation of the studied the phenomenon of managerial competence of a future primary teacher schools, allowed us to determine the totality of psychological and pedagogical conditions for the formation of managerial competence: diagnostics of the development of managerial competence; subject-subjective teacher and student interaction; implementation of a program for the formation of managerial competence; a combination of classroom and extracurricular activities of the teacher and student.

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