

PROFESSIONAL AND MORAL COMPETENCE OF PRIMARY SCHOOL TEACHERS: ESSENCE, STRUCTURE, CONTENT

Nargiza Karimova

Researcher of the Tashkent State Pedagogical University
Tashkent, UZBEKISTAN

ABSTRACT

The specific of the elementary school teacher is that he is the first to begin the educational process, lays down the student's learning abilities, sets the standards of behavior at school. As noted by A.K. Markova, an elementary school teacher, should develop the ability of students to understand and solve a learning problem, to distinguish methods and results of learning activities, to compare several solutions, to carry out different types of self-control, to establish educational and cognitive motives (interest in working methods, self-assessment), to lay foundations of the spiritual and moral development of personality.

Keywords: Student, competence, learning activities, primary school.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Key competencies are manifested, first of all, in the ability of the teacher to solve professional problems based on the use of information, communication, including in a foreign language, the socio-legal foundations of personality behavior in civil society. Basic competencies reflect the specifics of a certain professional activity. For professional pedagogical activity, the basic competencies necessary for the "construction" of professional activity in the context of the requirements for the education system at a certain stage of the development of society are basic.

Analyzing the strategic tasks of updating the school at the present stage, we can distinguish five main groups of tasks, the experience of solving which characterizes the basic competence of a modern teacher:

- see the child (student) in the educational process;
- build an educational process focused on achievement goals of a specific educational level;
- establish interactions with other subjects of the educational process, partners of the school;
- create and use for educational purposes the educational environment (school space);
- design and carry out professional self-education.

Special competencies reflect the specifics of a specific subject or over-subject area of professional activity. Special competencies can be considered as the implementation of key and basic competencies in the field of a subject, a specific area of professional activity.

Of course, all three types of competencies are interconnected and develop at the same time, which forms the individual style of pedagogical activity, creates a holistic image of a specialist, and, ultimately, ensures the formation of professional competence as a certain integrity, as an integrative personality characteristic of a specialist. Key, basic and special competencies, "permeating" each other, are manifested in the process of solving vital professional tasks of different levels of complexity in different contexts, using a certain educational space.

It should be noted that in modern pedagogical research much attention is paid to the study and formation of various types (or types) of teacher's professional competence as relatively independent subsystems of professional competence. As a criterion for their selection, the types of teacher's activities are those that require special efforts and concentration of specific knowledge, skills, and personal qualities in modern conditions. For example, the allocation of research activity required the justification of the teacher's research competence, monitoring and monitoring competence, information activity, information competence, technological activity, technological and information technology competency, etc. Apparently, this situation is logical and due to objective processes of complicating the structure of the teacher's professional activity in modern conditions, the multidimensionality of the concept of "professional and pedagogical competence".

In the context of what has been said, it is noteworthy that most researchers, defining the categorical meaning of professional competence, do not pay due attention to its moral content. Moreover, this happens contrary to the generally accepted opinion about the special mission of the teacher as a translator of universal and professional values.

Citizenship, social activity, decency, justice, kindness and other universal values determine today the image and prestige of a teacher. According to the results of our study, the most significant values of primary school teachers noted: "justice" (30.5%), "honesty" (22.8%), "decency" (18.2%), "responsibility" (13, 3%), "kindness" (60.5%) and "love for children" (49.9%) are particularly prominent (see Appendix 1). The study also confirms the growing role of such indicators as creative activity, intellectual abilities, and the level of general and professional culture on the scale of values. In this sense, the personality of the teacher, its features can and should be considered in the context of moral potentials.

Based on the current tendency to form various types of professional competence, the gap associated with insufficient attention to the moral content of professional competence, in our opinion, can be filled by highlighting and substantiating the concept of "professional and moral competence". The definition of its essence, structure and content, and therefore its place in the system of professional and pedagogical competence, allows, from our point of view, not only to solve the tasks posed in the framework of our study, but also to more deeply comprehend the phenomenon of professional competence of primary school teachers in its traditional and multidimensional modern presentation.

The starting point for substantiating professional and moral competence, in our opinion, is the teacher's professional culture, which, being an integral part of the general culture, represents the level of art of a specialist's professional activity [1; 77]. It is characterized by the morality of the personality, as well as its emotional manifestation. There is no doubt that the professional culture is of particular importance in the activities of primary school teachers. Working with children of primary school age makes the teacher remember that such children need not only upbringing and training, but, above all, attention, love, human participation and direct assistance.

All basic moral concepts (including good and evil, justice and honor) are applicable to pedagogical activity, however, individual concepts reflect such features of pedagogical views, activities and relationships that distinguish the professional and moral competence of primary school teachers as a relatively independent concept.

The practice of primary school teacher convinces that the success of a teacher's activity, first of all, depends on the level of formation of his professional and moral competence. This is determined by a number of features of the pedagogical process.

Firstly, it is that the teacher, working with children, is responsible not only for his behavior, but also for the behavior of children, for their life and health.

Secondly, the professional and moral competence of the teacher is realized in communication, which, being the basis of the pedagogical process, should be expedient and effective.

Thirdly, through pedagogical activity, social continuity of generations is carried out, since there is a process of interaction between a person who already owns a culture and a person who takes possession of it.

The professional and moral competence of a primary school teacher is a sphere of application and realization of the pedagogical abilities of a specialist. In pedagogical values, the personality manifests its individual strengths and mediates the process of appropriating a variety of relationships, including moral, that is, the personality, acting on others, creates itself, determines its own development, realizing itself in activity.

Obviously, the process of mastering a teacher by professional and moral competence is quite complicated. The unity of comprehension of moral and pedagogical values developed by society, and the generalization of the pedagogical experience of teachers, the experience of introducing them to moral and pedagogical practice; the unity of the processes of education and self-education; improving the conditions of pedagogical work in the direction of its humanization are factors whose action determines the versatility and inconsistency of the formation of professional and moral competence of a teacher.

It can be assumed that professional and moral competence is a system of general and private knowledge, skills that are in complex relationships with each other. In order to effectively regulate the teacher's behavior, the system of requirements of professional and moral competence must have an internal one; coherence, that is, general and particular norms, rules and customs should be a single whole.

The moral views of the teacher are characterized by completeness and stability. One of the elements of the teacher's moral consciousness is his awareness of moral values and the understanding of how these students perceive these values. The basis for the formation of the moral views of a teacher is knowledge of the principles, requirements and norms of morality and their specific reflection in pedagogical activity.

Professional and moral competence involves understanding moral beliefs as moral knowledge that has become the norm for a teacher's behavior, his own position in the system of relations to society, his profession, work, colleagues, students and their parents. The teacher cannot be limited to knowledge of moral norms and principles, although they are a condition for proper orientation in reality - he must have firm ideological and moral convictions, which are a prerequisite for active conscious activity in the purposeful formation of the personality of the pupil.

In professional pedagogical ethics, the teacher's moral feelings are considered as the emotional side of his spiritual activity, which characterizes, along with his convictions, a subjective moral

position in relation to professional activities and participants in the educational process. Moral feelings act as a means of personality formation and as one of the tasks of moral education [2. 81].

The moral feelings of the teacher can be divided into several groups according to the reflected object. In the group of feelings regulating the attitude of the teacher to his profession, feelings of professional duty and responsibility stand out; self-criticism, pride, honor, etc. determine the teacher's attitude to himself as a representative of the teaching profession; finally, a special group consists of feelings that reflect; attitude to the participants in the pedagogical process.

The basis of moral relations is the relationship between the requirements of duty and the subjective perception of these requirements by the individual, between personal and public interests. Moral relations are governed by moral principles, norms, customs, traditions that have received public or group recognition and are assimilated by the individual in the process of her collective activity.

The peculiarity of moral relations is that they have a value-regulatory and directly-evaluative nature, that is, everything in them is based on a moral assessment that performs the functions of regulation and control. In the pedagogical environment, there are areas in which moral relations have certain characteristics - the sphere of academic work, various social activities of teachers and students, the sphere of extracurricular contacts, general leisure, the sphere of teachers' pedagogical contacts, etc. The teacher is the subject of moral relations in the pedagogical environment. Being the main link in the educational process, it carries out the widest interaction with students, their parents, colleagues, etc.

In this regard, professional and moral competence should imply such norms of relations between educators and educated people that contribute to the development of a creative personality, the formation of a person with self-esteem. The most important condition for the positive impact of the teacher on the educated person is a combination of reasonable exactingness and trust in him. In the system of moral relations in the pedagogical environment, a very important role is played by the interaction of the teacher with the student team, which should be based on mutual understanding and respect, respect for the teacher's positive traditions of the team and self-esteem of each pupil. Of course, the success of upbringing also depends on the influence of the closest microenvironment in which children live and are brought up.

The moral activity of a teacher, like any spiritual activity, has relative independence, is closely related to other activities and can be implemented in various subject forms: moral education, organization of moral experience, moral self-education.

REFERENCES

1. Martishina, N.V. Value component of the creative potential of a teacher's personality // N.V. Martishina // *Pedagogy*. - 2006. - No. 3. - S. 49-55.
2. Nikitin, E. M. Federal system of advanced training of educators: textbook. allowance // E. M. Nikitin. - M.: RIPKRO, 1995.-191 p.
3. Orlov, A. A. Monitoring of innovative processes in education // *Pedagogy*. - 1996. - No. 3. - S. 9-15.
4. Safonova. -V .: Sources, 1992 .-- 126 p.