

## PROFESSIONAL-PEDAGOGICAL COMPETENCE OF THE FUTURE PRIMARY SCHOOL TEACHER

**Kadyrova Feruza Damiravna**

Tashkent State Pedagogical Institute named after Nizami researcher

### ABSTRACT

In this article ideas about qualified person, about his professional-pedagogical functions of competent and pedagogical requirements which he must take are given.

**Keywords:** Competent, pedagogy, professional skill, management, pedagogical society, social competence, external competence.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The contradictions between the increasing demands of scientific and technical development and the fact that teachers are not ready to operate in the conditions of self-development of the main part of the development of professional competence with respect to the skilled pedagogical personality of an updated society can be cited as such.

One of the ways to overcome this kind of dependence is an expression from the development of professional competences of future specialists. Development of professional competence of specialists, improvement of qualification determines the main purpose of development of professional competence by creating the necessary pedagogical conditions for ensuring their professional and personal perfection in educational institutions, modernization of the content and structure of retraining specialists, determination of pedagogical and psychological conditions and development of the mechanism of control and evaluation of its quality.

If we look at the origin of the concepts "competency" and "competence", it can be understood that they did not arise by chance.

The lexical meaning of the concept of "competence" in English means "ability", but the term competency serves to express knowledge, skills, skills and abilities.

For example, the concept of "competence" in the Explanatory Dictionary of the Kazakh language is described as follows: "being able to perform a particular task in general, or to knit something"<sup>1</sup>.

Competence is a Latin word, which means "deep understanding of its function, worldview formed, experienced". A person who has mastered a certain competency is understood to be a person whose knowledge and skills worthy of his field are formed, who is able to think positively and act effectively. If we take a deep look at the essence of these concepts, then "competency" is the sum of the interrelated qualities of an individual's actions with knowledge, skills and abilities within a certain range of disciplines, "competence" is the mastering of competency in accordance with the action of a person.

---

<sup>1</sup> Қозоқ тилининг изоҳли луғати. А.: Атамура, 2006. 5-том. 454 – б.

Competence-this is expressed in the fact that the educator possesses the knowledge, skills and skills necessary for the implementation of personal and social significant professional activities, as well as the ability to apply them in professional activity. In this place, the essence of the concept of "competence" is fully revealed, which is manifested in the following two forms: competence as a set of personal qualities of the audience and the base requirements of the professional sphere.

The doctor of political science, professor Shukriddin Pakhrutdinov, in his opinion, argues that the following competency should be in the listener who is qualified<sup>2</sup>. (Table 1)

Professional competence	Ideological competence	Management competence
Professional competence muayan has in-depth knowledge, skills and qualifications in science (for example: Physics, Chemistry, History mathematics and other sciences	Ideological competence-ideological self-will, faith, conscientious views that have a clear purpose, be able to fight aging ideologies on the yachcht.	Management competence is the didactic, psychological, methodical, technological preparation of the teacher for the management of the lesson, for the management of the class society from him.
<b>Educator providing education</b>		

In accordance with the tradition formed in Western countries, the professional qualification of a specialist is measured by its competence, and the educational system – by the level of knowledge, skills and qualifications.

In foreign countries, according to tradition, the standards of specialization (qualification), which are considered a characteristic feature of the knowledge and skills of the employee, are developed. This standard calculates the result (what should be achieved).

If we look at the etymological analysis of the concepts "kompetent" and "kompetent", it can be understood that they did not occur by chance.

Competence implies not only the acquisition of individual knowledge and skills by the reader, but also the assimilation of integrated knowledge and actions in each independent direction.

Competence-this is expressed in the fact that the student has the necessary knowledge, skills and skills for the implementation of personal and social significant professional activities, as well as the ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, which is manifested in the following two forms: competence as a set of personal qualities of students, as well as the base requirements of the professional sphere.

As can be seen from the analysis of scientific literature, competence is an indicator of improving the skills and performance of a particular person. According to the traditional definitions given by the scientists, competence is a set of standards in which an employee clearly and clearly understands what is needed in the performance of his job very well and covers the skills, knowledge and a number of concepts that include.

<sup>2</sup> “Малака оширишда таълим сифати менежментини жорий этиш муаммолари” мавзусидаги Республика илмий-амалий конференция тўплами 2016 йил 29 –ноябрь 12-15 бетлар

Thus, the base competency is determined at the level of educational blocks and Educational Sciences for each stage of pedagogical education. In determining the order of basic competency, the essence of social and personal experience in accordance with the main objectives of pedagogical education, the main types that allow the acquisition of vital skills in the process of organizing professional activities in the social community are important. Those in this context are the following types of competency of them Narzulla Muslimov:

1. Holistic-meaningful competence. This is due to the valuable directions of the student, his ability to feel and understand social existence, his ability to find an independent way of life, his awareness of his role and position in the social community, his ability to set a clear goal in the organization of actions, as well as his competence in decision-making, competency in the worldview, he provides The direction of the individual education of the educator and the general program of his / her life activity depend on this competence.

2. Socio-cultural competence. The reader is the framework of the knowledge and experience of activities that must be deeply mastered, the characteristics of national and universal cultures, the moral and moral foundations of human and human life, the cultural foundations of family and social traditions, the role of Science and religion in human life, their influence on material existence, knowledge on living and leisure, for example, knowledge.

3. Educational-cognitive competence, this is a set of independent thinking competences, consisting of elements of logical, methodological and social activity associated with the specific objects under study of the student, which includes the knowledge and skills on how to achieve the goal, plan the activity, analyze its content, reflect, give a personal assessment of the activity. In relation to the objects under study, it acquires students creative skills, that is, the acquisition of knowledge directly from being, the methods of action of solving the problem in non-standard situations and the methods of evristiking.

4. Information acquisition competency. Independent research, analysis and selection of necessary information, their analysis, modification, storage and transmission skills are formed with the help of Audio-video broadcasting tools and Information Technology. This competency ensures that the student has mastered the fundamentals of Educational Sciences on the basis of important information.

5. Communicative competence. it includes knowledge of interaction with learners, their methods, mastery of the priority role in the process of communication, skills of working in groups, organization and conduct of various spiritual and educational activities in the team.

6. Socio-active competence means the acquisition of knowledge and experience in the field of civil (acting as a citizen, observer, voter, representative), socio-labor (consumer, buyer, customer, producer rights), family relations and obligations, economic and legal issues, professional, as well as personal position determination (in particular, the analysis of the current situation in the labor market, the ability to act in accordance with personal and social interests.

7. The competency of self-improvement of the individual is aimed at self-development, self-management in spiritual, motivational, spiritual and practical terms. the reader acquires methods of activity according to his personal interests and opportunities, which help him to develop in himself personal and professional qualities inherent in a modern specialist, to form technical thinking, culture and behavior.

The basis of the professional formation of the future specialist in the research work was emphasized by motivational qualities ;ualual capacity; willpower qualities; practical skills; emotional qualities; self-management omillarni influencing factors such as quality.

The behavior, behavior, behavior, circulation, moral and moral appearance, social activity of the subjects participating in the process of retraining the audience and developing their professional competence, etc.; the content of the attitude of the person to whom the decision is

made in the educational institution; the impact and participation of the media in the professional development of future specialists, etc.

As the ultimate goal of developing the professional competence of the listener, attention will be paid to the following:

The main emphasis in the professional-pedagogical training of the listener is on the development on the basis of educational science tools, the content of pedagogical activity and the personal capabilities of the studenttirishga;

To achieve personal activity with a holistic picture of the content, functions of professional and pedagogical activity, the problems that are solved in this process and the possibility of occurrence;

Preparation of the listener from the psychological and pedagogical point of view is aimed at the specific goal, that is, the structure and content of pedagogical and psychological knowledge, which is determined by the specificity of professional education in the educational institution;

The results that can be expected and achieved from the professional-pedagogical activity of the listener are the personality of the reader, his direction (requirements, interests, valuable direction, work, consciousness, reasons); the level of knowledge (knowledge, qualifications, skills, the desire to constantly enrich his knowledge and skills); the state of upbringing (in terms of spiritual, aesthetic, physical, labor, etc.); socialization (readiness to organize active professional and social); culturalism (the ability to accept socio-cultural values, intellektual, economic, environmental, cultural, intellectual and physical labor culture, the content of relations and behavior) is determined by such a situation. The highest level of expected results is the professional competence and qualification of the specialist.

## REFERENCES

1. Ҳайитов О., Н.Умарова. Ёшларда профессионал ўсишга интилишни ривожлантиришнинг назарий-амалий асослари. – Т.: “TURON-IQBOL”, 2001. – Б.78.
2. Муслимов Н.А. Касб таълими ўқитувчиларининг касбий шакллантириш технологияси. Монография. – Т.: Фан, 2013.– 127 б
3. Қозоқ тилининг изоҳли луғати. А.: Атамура, 2006. 5-том. 454 – б.
4. Малака оширишда таълим сифати менежментини жорий этиш муаммолари” мавзусидаги Республика илмий-амалий конференция тўплами 2016 йил 29 ноябрь 12-15 бетлар Т.: А.Авлоний номидаги ХТХҚМОМИ.