



IMPROVING SELF-DEVELOPMENT COMPETENCY OF FUTURE PRIMARY CLASS TEACHERS

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Annotation

One of the ways in which a teacher's pedagogical skill has a significant impact on the increase of his qualification, pedagogical ability, and pedagogical competence is continuous self-development and improvement of his skills. This article talks about professional competencies, methodical competence, its components, tasks of methodical competence and how to form this competence in future primary school teachers.

Keywords: competence, professional competence, methodical competence, method, tool, qualification, activity criteria.

Introduction

In the conditions where the methodical competence of the future elementary school teachers in our country is constantly changing, having studied the advanced foreign experiences, developing the technology, didactic foundations of the development of their methodical competence in the higher educational institution, pedagogical conditions, content and structure, criteria for improvement and levels of formation, form, method, tools, model, increasing the effectiveness of teaching quality, as well as developing theoretical and practical bases for the development of methodical competence in future elementary school teachers in a higher educational institution of pedagogy output is important.

The expected result in the process of teaching students in pedagogic higher education institutions is formed in the form of requirements for mastering the main educational programs presented through general cultural, general professional and professional competencies. The profile (specialty) competence of the future teacher is defined in the state educational standards, which is an important component of the teacher's professional competence. Currently, it is one of the most understudied problems. One





of such issues is to determine a competent approach to the development of professional competencies in future primary school teachers and to develop its structural model in accordance with the main provisions of the State Education Standards. In order to determine the professional competence of the future elementary school teacher, we will focus on some studies devoted to the study of this concept.

In the studies where professional competence is studied as a pedagogical problem, the characteristics of the teacher are mainly analyzed.

V.I. Baidenko described the concept of "professional competence" as follows:

- To have the knowledge, skills, qualifications and abilities necessary to work in one's specialty, to have the characteristics of autonomy and flexibility at the same time in the partial solution of professional problems;
- Development of cooperation with colleagues in a professional interpersonal environment;
- The design structure of the standards, including the performance criterion (quality measure), the field of application, and the required knowledge;
- Effective use of abilities that allow effective implementation of professional activities according to the requirements of the employer;
- Is an integrated combination of knowledge, characteristics and skills that allow a person to successfully perform work in the modern work environment

Summarizing the above, V. I. Baydenko understands professional competence as the readiness and ability to act in accordance with the requirements of the activity, to independently solve issues and problems, and at the same time to be able to evaluate the results of one's activity, that is, appropriate skills, technical methods.

According to O. V. Khovov, professional competence is not only competence, i.e. professional competence as experience, skills and knowledge, but also social-communicative and individual abilities that ensure independence in professional activity.

Yu.G.Tatur and V.Ye.Medvedev the competence of a future specialist as a desire and ability to demonstrate in practice one's own opportunity (knowledge, skills, experience, personal qualities, etc.) for successful creative activity in the professional and social sphere, who defined competence as the willingness of a future specialist to use all his capabilities (knowledge, skills, experience and personal qualities) to successfully operate in a certain field and to consciously realize his responsibility for the result.

According to G.A. Larionova, the structure of readiness includes a complex of practical knowledge and characteristics that ensure the entry into activity of a person.





Preparation for work is complex, consisting of two components, i.e. operational (knowledge and skills) and personal (instructions, work orientation, professional motive characteristics, system of habits and relationships, emotional and volitional functions, professionally important qualities of a person). is a system.

Determining what the specialist has competencies, i.e., what method of activity he can master, what he can do, what he is ready for, is called a competent approach. One of the conceptually important ways to manage the quality of training of graduates of a higher educational institution is to implement a competent approach to the modernization of the content of professional education.

The problem of increasing the level of professional competence of a future teacher who has the ability to think freely and actively, to model the educational process, to develop and implement new ideas and technologies of teaching and upbringing, is a modern socio-economic is relevant in the circumstances.

The main conditions for the development of professional competence of future teachers are as follows:

- 1) Organizational-management (curriculum, schedule of the educational process, drawing up the lesson schedule, development of criteria for determining the level of competence, material and technical support of the educational process);
- 2) Educational and methodological (choosing the content of classes, integration of different courses, separation of leading ideas);
- 3) Technological (control-evaluation, organization of active forms of education, identification of groups of knowledge included in competence, application of innovative technologies);
- 4) Psychological-pedagogical (diagnosis of students' development, stimulation of motivation for teaching, determination of criteria of competence, guidance of students to work in cooperation).

The structure of the future teacher's professional competence is determined through his pedagogical skills, and skills (knowledge based on theoretical knowledge and oriented towards solving pedagogical problems) are determined through a set of gradually developing actions.

Today, the Law on Education” training of highly qualified pedagogic personnel is being put on the agenda as an important issue in the process of implementing the requirements. Based on these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured people in various fields is one of the urgent problems. Among the conditions that guarantee the development of a person in the new model recognized by the law, his development as a possessor of deep knowledge, the teacher's professional-methodical competence in





the process of education and training, the methods and rules of psychology are sufficiently applied should be formed. Accordingly, from the trends of development during the education period of the young generation, to study how the learner's assimilation of new teaching technologies affects his mental and intellectual abilities, and didactic methods in psychology. requires coordination with methods.

For this, the future teacher is required to have a high level of methodological competence, especially social-psychological competence related to the ability to correctly assess the psychology of the learner and teacher in different conditions.

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