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PROBLEMS OF DEVELOPING PROFESSIONAL COMPENSATION FOR PRIMARY SCHOOL TEACHERS

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Annotation

This article analyzes current issues related to the development of professional competencies of primary school teachers. The structure of teachers' professional competence, influencing factors, existing challenges, and possible solutions are examined from theoretical and practical perspectives. The findings indicate that teachers' professional competencies play a decisive role in improving the quality of primary education.

Keywords

Professional competence, primary education, teacher qualification, pedagogical activity, quality of education.

INTRODUCTION

In the current era of globalization and digitalization, the requirements placed on the education system are changing radically. In particular, the primary education stage is crucial for the formation of a student as a person, and the professional competence of the teacher working at this stage is an important factor for the quality of education. This article mainly analyzes the problems that arise in the process of developing the professional competence of a primary school teacher and their solutions. We will consider the importance of the formation of professional competence in the current education system and its contribution to the educational process

The results of international studies (OECD, TALIS) show that the stability and effectiveness of educational outcomes directly depend on the professional training, pedagogical skills and reflective activity of the teacher.[1] The regulatory legal acts of the Republic of Uzbekistan in the field of education also define the development of professional competencies of pedagogical personnel as a priority task. Therefore, identifying problems in developing the professional competencies of primary school teachers and developing mechanisms to address them is an urgent scientific and pedagogical problem.

It requires updating the professional, personal and creative potential of teachers. The reason for this is the rapid obsolescence of information in the rapidly developing and updated information age, the replacement of labor force by technology, the fact that artificial intelligence, while performing part of human tasks, does not leave room for an employee who does not work on himself, and the computerization of many tasks performed by humans. The fundamental changes taking place in modern society, its high dynamics of development, the need to technically re-equip social production, the introduction of fundamentally new techniques, and the upbringing of an active and creative person capable of developing education are intertwined. Self-development, upbringing, independent perception and evaluation of new information, decision-making, and the creation of new professional ideas are important tasks facing the profession and personality of future teachers. Only such a person will lead society to new frontiers of development.

RESEARCH METHODOLOGY

Scientific-theoretical analysis – to determine the content and structure of the concept of pedagogical competence;

Comparative analysis – to compare national and international approaches;

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Systematic approach – to study professional competencies as a holistic system;
Pedagogical observation and analysis – to identify problems in practice;
Logical generalization – to develop conclusions and recommendations.

The research methodology is based on the theories of the concept of competency-based education (UNESCO, OECD) and the activity approach (A.N. Leontyev, L.S. Vygotsky).[2]

The main purpose of the research is to identify the advantages of using innovative technologies in the development of the professional competence of primary school teachers through pedagogical, psychological and methodological approaches and to increase their effectiveness in preparing teachers for practical skills. At the same time, it is necessary to determine the professional competence of primary school teachers the scientific literature and pedagogical methods related to the development of professional competence were analyzed. Modern pedagogical technologies and methodologies aimed at the formation of professional competence were considered.

According to pedagogical scientists, primary school teachers should know the following functional components:

preparation and presentation of educational materials;
ability to interest students in acquiring knowledge and at the same time education;
assistance in eliminating various shortcomings that students may encounter;
regular supervision of students.

Based on these instructions, the professional training of primary school teachers is of great importance. According to the approach of A.K. Markovo, an experienced pedagogical scientist, the activities of primary school teachers include four important areas:

1. Acquisition of professional psychological and pedagogical knowledge
2. Acquisition of professional pedagogical qualifications
3. Acquisition of professional psychological skills
4. Possession of personal qualities.[3]

Primary school teachers should be guided in their professional activities based on the following mechanisms:

in the process of teaching specialized subjects;
through special courses;
through independent learning;
through the tradition of mentoring and discipleship

One of the methods that significantly affects the growth of a teacher's pedagogical skills, his qualifications, pedagogical abilities, and pedagogical competence is the continuous improvement of his professional competence and educational qualifications.

RESEARCH RESULTS

During the research process, it was found that the professional competencies of a primary school teacher consist of the following main components:

1. Pedagogical competence - the ability to plan, organize and evaluate the educational process;

2. Psychological competence - taking into account age characteristics, implementing an individual approach;

3. Methodological competence - effective use of modern teaching methods and technologies;

4. Communicative competence - effective communication with students, parents and colleagues;

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5. Digital competence - the use of information and communication technologies.

It was found that in practice, teachers often face difficulties in developing methodological and digital competencies. This situation is due to the insufficiently effective organization of the continuous professional development system.

Pedagogical practice plays a special role in the professional training of primary school teachers. The connection between the theoretical and practical training of these specialists is the most important condition for improving the quality of their education. Because practice is a leading process in the formation of conditions and professional qualifications as close as possible to the development of future professional activities. Therefore, the qualification of primary school teachers is being successfully strengthened. Also, pedagogical practice is an important link in the "pedagogical university - school" system, which has great opportunities for their integral cooperation in improving the professional and pedagogical training of teachers, on the one hand, and on the other hand, in improving the quality of teaching and upbringing.

Improving methodological training in the system of advanced training of primary school teachers, continuous professional development in many aspects

Despite the theoretical coverage, new directions in society, science and education increase the need for improving the innovative methodological training of teachers, continuous professional development. Based on this, as a result of a scientific analysis of the problem of improving the methodological training of primary school teachers, continuous professional development, the following contradictions were identified:

- between the orientation of modern education towards innovative processes and the theoretical and methodological training of primary school teachers to implement the innovative educational process;
- between the need for continuous professional development of primary school teachers and the insufficient development of scientific and methodological approaches to this process in the current situation;
- between the traditional knowledge-based approach to teaching and modern innovative trends in education, which require competency-based, active and person-oriented approaches to improving the methodological training of primary school teachers, continuous professional development;
- between the need to improve the quality of innovative methodological training of teachers and the lack of resource support for developing technologies and mechanisms for the continuous professional development of primary school teachers.

These objective and subjective contradictions help to identify the essence of the pedagogical phenomenon - pedagogical problems for the continuous professional development of primary school teachers.

In the modern education system, the development of professional competencies of primary school teachers is considered as a continuous, systematic and practice-oriented process. Today, it is not enough for a teacher to have only scientific knowledge, but he must also have the competences to analyze pedagogical situations, apply innovative approaches, carry out reflective activities, and work effectively in a digital environment.

Scientific research (A.K. Markova, I.A. Zimnyaya, L.S. Vygotsky) emphasizes that the mentoring (teacher-student) system is of particular importance in the development of professional competencies. In the mentoring process, a young teacher gradually develops his professional skills by observing the activities of an experienced teacher, conducting joint lesson analysis and reflection. This process forms the skills of independent decision-making and

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creative approach to pedagogical problems in the teacher. Also, the development of professional competence of teachers through professional learning communities (Professional Learning Communities) is yielding effective results. Within such communities, teachers share their experiences, test innovative methods and exchange ideas. According to OECD TALIS research, the methodological and communicative competencies of teachers who actively participate in professional communities have significantly increased.

Digital educational resources play an important role in the development of professional competencies of primary school teachers. The document "ICT Competency Framework for Teachers" developed by UNESCO emphasizes that a teacher's digital competencies are formed in three stages: knowledge of technology, its integration into the educational process and the creation of an innovative learning environment. This expands the possibilities of using multimedia tools, interactive platforms and digital assessment systems in primary education.

Reflective activity is an important mechanism in the development of professional competencies. The teacher's analysis of his/her pedagogical activity, identification of strengths and weaknesses and determination of directions for future development ensure his/her professional growth. Through reflection, the teacher feels an internal need to improve his/her work and strives for continuous professional development. The professional competencies of primary school teachers development is only effective when organized around mentoring, professional communities, digital technologies, and reflective approaches. The seamless integration of these mechanisms will serve to improve the quality of education and ensure the professional stability of teachers.

DISCUSSION

The results obtained show that there are the following problems in the development of professional competencies:

excessive theoretical orientation of advanced training courses; lack of practical training and reflective analysis;

lack of methodological support in the introduction of innovative pedagogical technologies;

weak motivation of teachers for self-development.

International experience (Finland, Singapore) shows that the effectiveness of developing a teacher's professional competence is ensured through mentoring, professional communities and constant reflection. It is important to adapt these approaches to the national education system.

Today, every teacher needs to be comprehensively perfect. In particular, a primary school teacher should have developed professional competence, be ready for innovative pedagogical activities in the subject system, and develop knowledge, skills, abilities and competencies in students. Its tasks are as follows:

Know the basic concepts, structure and criteria of innovative pedagogical activity of a primary school teacher;

Know and study the theoretical foundations, specific features and levels of technologies used in teaching subjects in primary education;

Ways to form and manage students' cognitive activity, a differentiated, individual approach to students;

Use modular, problem-based, creative education, didactic-game, collaborative teaching and traditional educational technologies, project technologies in teaching primary education subjects;

Use modern information technology tools and multimedia technologies in teaching subjects;

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Must be able to teach students in small groups, form creative curiosity in them, and master the methods of forming independent thinking and work in students;

Independently study and analyze articles and information on educationally important issues published in scientific and methodological journals and in educational literature, available on the Internet, which can be used in the teaching process;

Develop knowledge, skills and competencies in using promising teaching tools and relying on them to design and implement teaching technologies for primary education subjects; teach them to analyze and evaluate their own pedagogical activities;

Prepare future primary school teachers for innovative activities by developing analytical, critical,

Creative and independent thinking skills.

In teaching science, special knowledge and experience are required from primary school teachers, and new approaches require the teacher to conduct lessons based on new methods and technologies. The curriculum and textbooks of sciences place special emphasis on the formation of skills such as patriotism, willpower, ideological immunity, kindness, responsibility, tolerance, innovative thinking, and hard work.

Today, modern society expects highly qualified, ambitious, competitive, enterprising, spiritually and physically healthy students from the education system

is demanding the upbringing of individuals. In this regard, a primary school teacher should also have the qualities of professional competence. Each teacher has a professional competence, which expresses the unity of theoretical and practical training in the holistic structure of the individual and characterizes his professional skills. The level of compliance of professional knowledge and skills in a particular specialty, regulatory requirements, and levels of professional training in a specific field of activity constitute the content of professional competence. Professional competence is the acquisition of knowledge, skills and qualifications necessary for the implementation of professional activities by a specialist and their high-level application in practice. The self-development and professional growth of each teacher directly depend on his creative abilities. Typically, the creative abilities of teachers are ensured by striving to solve pedagogical problems, carrying out research or scientific projects, achieving mutual creative cooperation, and implementing effective pedagogical dialogue. Effective pedagogical communication is the most important component of a teacher's professional activity. Communication in pedagogical activity is a means of solving educational problems, a means of socio-psychological support of the educational process, a method of organizing relations between teachers and students, which determines the success of education and upbringing. A primary school teacher must have such professional competences as the ability to form motivation in students, plan and evaluate the educational process, know information and communication technologies, regularly work on himself, have psychological knowledge, and have excellent knowledge of his subject.

CONCLUSION

In conclusion, the development of professional competencies of primary school teachers is an important condition for improving the quality of education. The results of the study allow us to draw the following conclusions:

professional competence is the main indicator of teacher activity;

the development of competencies should be a systematic and continuous process;

practice-oriented, reflective and innovative approaches increase efficiency.

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The results of the study show that the use of pedagogical approaches in the process of developing the professional competence of primary school teachers can make the educational process more effective and closer to practice.

As a result of the studied scientific research results and analysis, as well as our observations, it was concluded that the development of the following components of professional development in teachers should be taken into account in the process of advanced training:

– development of management, technological methods and techniques in pedagogical activity;

– design, organization and implementation of each specific type of pedagogical activity;

– design and implementation of pedagogical technologies that logically complement the teaching process;

– taking into account the educational needs and level of knowledge of students when putting forward pedagogical issues;

– assessing and taking into account the results of students' activities;

– developing student motivation;

– forming relationships with students in the educational process;

– being able to foresee the educational needs of students and the requirements of society;

– determining the prospects for the formation of professional competence and implementing it;

– o‘quvchining samarali ta’lim olishi va natijaga erishishi uchun metodik tizim yaratish;

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