

**DEVELOPMENT OF PERSONAL COMPETENCY QUALITIES OF FUTURE
ELEMENTARY SCHOOL TEACHERS**

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Annation: this article covers the issue of developing the qualities of personal competence of future primary school teachers. The concept of personal competence, its components and the main qualities that should be formulated in the personality of the teacher are considered. Methodical approaches to the development of these competencies are also described.

Keywords: future teacher, personal competence, primary education, communicativity, reflection, creativity, self-control.

One of the urgent tasks facing the educational system today is the training of primary school teachers, who educate the future generation, develop intellectual potential and personal competencies. After all, the stage of primary education plays a decisive role in the formation of children's consciousness. Therefore, it is necessary that the not only professional, but also personal qualities of the future teacher are perfectly formed.

Having studied advanced foreign experiments in conditions where the methodological competence of future primary school teachers in our country is constantly changing, the development of technology, didactic foundations for the development of their methodological competence in a higher educational institution, pedagogical conditions, content and structure, improvement criteria and levels of formation, form, method, tools, model, improving the effectiveness of teaching quality, as well as, in the pedagogical higher educational institution, it is important to develop the theoretical and practical foundations for the development of methodological competence in future primary grader.

LITERATURE ANALYSIS AND METHODOLOGY

The expected result in the process of training students in pedagogical higher educational institutions is formed in the form of requirements for the assimilation of basic educational programs presented through Universal, Universal and professional competencies. The state educational standards also define the profile (specialist) competence of the future teacher, who is an important organizer of the professional competence of the teacher. Currently, it is one of the very few studied problems. One such issue consists in determining the competency approach to the development of professional competencies in future primary school teachers and developing its structural model in accordance with the Basic Rules of State educational standards. To determine the professional competence of the future elementary school teacher, we will focus on some research devoted to the study of this concept.

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

"professional competence" as follows: - to have the knowledge, skills, qualifications and abilities necessary to operate in his specialty, 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; - standards design structure, which includes the criterion of activity (quality measure), the field of application, the required knowledge; - effective use of abilities that allow you to effectively carry out professional activities according to the requirements of the employer; - an integrated combination of knowledge, characteristics and skills that allows a person to successfully carry out work activities in the modern labor environment[2, 72].

Summarizing the above, V.I.Bidenko understands professional competence as the willingness 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 assess the results of his activities, that is, suitable skills, technical methods.O.V. According to khovov, professional competence is a Yu consisting not only of ideas about competence, that is, about professional competence as activity experience, skills and knowledge, but also about socio - communicative and individual abilities that ensure independence in professional activity.G. Tatur and V.Ye. Medvedevs defined the competence of the future specialist as the desire and ability to demonstrate in practice their opportunity (knowledge, skills, experience, personal qualities, etc.) for successful creative activity in the professional and social sphere, and competence as the readiness of the future specialist to apply his entire capabilities (knowledge, qualifications, experience and personal qualities) to be able to successfully operate in a G.A. According to Iarionova, the structure of readiness includes a complex of practical knowledge and features that ensure the entry of an individual into activity. Labor preparedness, on the other hand, is a complex system consisting of two components, namely operative (knowledge and skills) and personal (instruction, labor orientation, professional motive characteristics, system of habits and attitudes, emotional and volitional functions, professionally significant qualities of an individual) [3, 171].A specialist has competency, that is, to determine what method of activity he takes, what he can do, what he is ready for - is called a competency approach. One of the conceptually important ways to manage the quality of the readiness of the transaction of a higher educational institution is the implementation of a competently approach to modernizing the content of professional education.

DISCUSSION AND RESULTS Free and active fiction, ta^{im}-the problem of increasing the level of professional competence of a future teacher with the ability to develop and implement new ideas and technologies for modeling, teaching and training the tartian process is relevant in modern socio-economic conditions. The main conditions for the development of professional competence of future teachers are organizational and managerial (educational plan, graph of the educational process, drawing up a lesson schedule, developing a criterion for determining the level of competence, material and technical support of the educational process); educational-methodological(selection of the content of classes, integration of various courses, separation of leading ideas); technological (control-assessment, organization of active forms of teaching, identification of groups of knowledge entering competence, application of innovative technologies) psychological-pedagogical (implementation of Student Development diagnosis, motivation to teach, determination of the criterion of

competence, orientation of students to work in cooperation), skills (knowledge based on theoretical knowledge and focused on solving pedagogical issues), on the other hand, are identified through a complex of incremental evolving actions.

Conclusion today, the training of highly qualified pedagogical personnel in the process of implementing the requirements of the "Education Law" [1] is put on the agenda as an important problem. Therefore, from these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, owners of various industries is considered urgent problems. Among the conditions that guarantee the perfection of a person of a new model recognized by the law, his development as a person of deep knowledge, his perfection, the teacher, as if his own methods and rules of psychology were insufficient in applying professional-methodological competence to educational and educational processes.

Accordingly, the younger generation assumes, from developmental trends in educational periods, the acquisition of new teaching technologies by the educator and the study of how much mental and intellectual abilities are influenced by him, as well as the harmonization of methods in psychology with didactic methods. To do this, the prospective teacher is required to have a high level of methodological competence, especially socio-psychological competence associated with the ability to correctly assess the psychology of the educator and educator in different conditions.

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