

Classification Of Professional And Pedagogical Competencies Of The Future Elementary School Teacher

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ABSTRACT

The article explores the classification of professional and pedagogical competencies of prospective primary school teachers, their essential characteristics, and interrelationships.

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KEY WORDS:

Prospective primary school teacher, professional and pedagogical competence, classification of competencies, pedagogical activity, communicative competence, methodological competence, reflection, digital competence.

Аннотация. В статье раскрываются классификация профессионально-педагогических компетенций будущего учителя начальных классов, их сущность и взаимосвязь.

Ключевые слова: будущий учитель начальных классов, профессионально-педагогическая компетенция, классификация компетенций, педагогическая деятельность, коммуникативная компетенция, методическая компетенция, рефлексия, цифровая компетенция.

Annotatsiya. Mazkur maqolada bo'lajak boshlang'ich sinf o'qituvchisining kasbiy-pedagogik kompetensiyalari tasnifi, ularning mazmun-mohiyati va o'zaro bog'liqligi yoritilgan.

Kalit so'zlar: bo'lajak boshlang'ich sinf o'qituvchisi, kasbiy-pedagogik kompetensiya, kompetensiyalar tasnifi, pedagogik faoliyat, kommunikativ kompetensiya, metodik kompetensiya, refleksiya, raqamli kompetensiya.

Bugungi kunda ta'lim tizimida amalga oshirilayotgan islohotlar bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy tayyorgarligini takomillashtirish, ularda zamonaviy pedagogik kompetensiyalarni shakllantirishni taqozo etmoqda. Boshlang'ich ta'lim jarayonining samaradorligi o'qituvchining nafaqat nazariy bilimlari, balki metodik mahorati, kommunikativ qobiliyati, raqamli savodxonligi va refleksiv ko'nikmalariga ham bevosita bog'liq. Shu sababli bo'lajak boshlang'ich sinf o'qituvchisining kasbiy-pedagogik kompetensiyalarini tasniflash, ularning mazmunini aniqlash hamda o'zaro bog'liqligini asoslash muhim ilmiy-pedagogik ahamiyatga ega.

In a number of studies, professional competence and its specifics, which are directly specific to an educator, are studied. Among such studies is A.K. Markova and B. It is possible to include research carried out by nazarovas. In his research, a.K. Markova notes that the professional competence of an educator consists of the following structural foundations (Figure: 2)

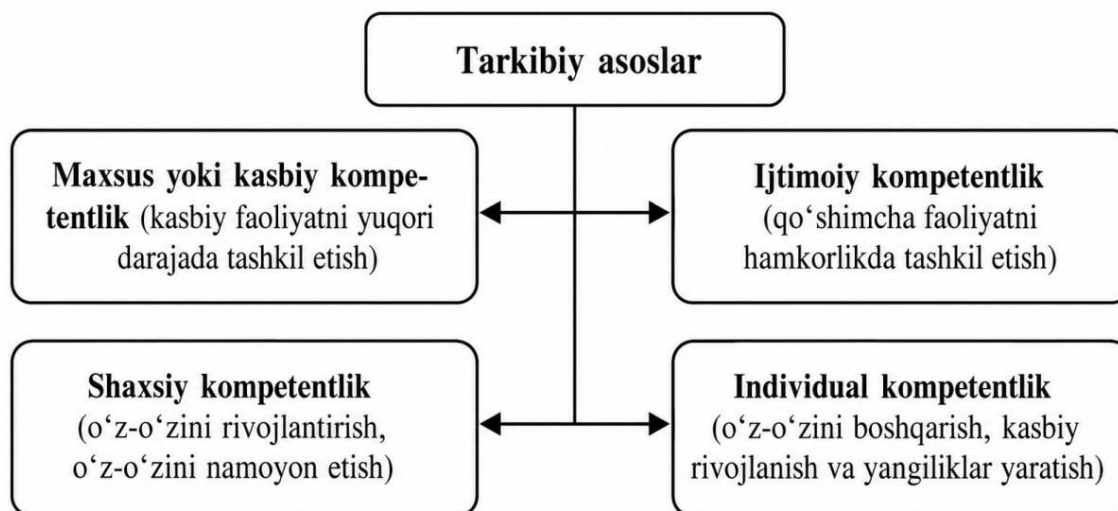
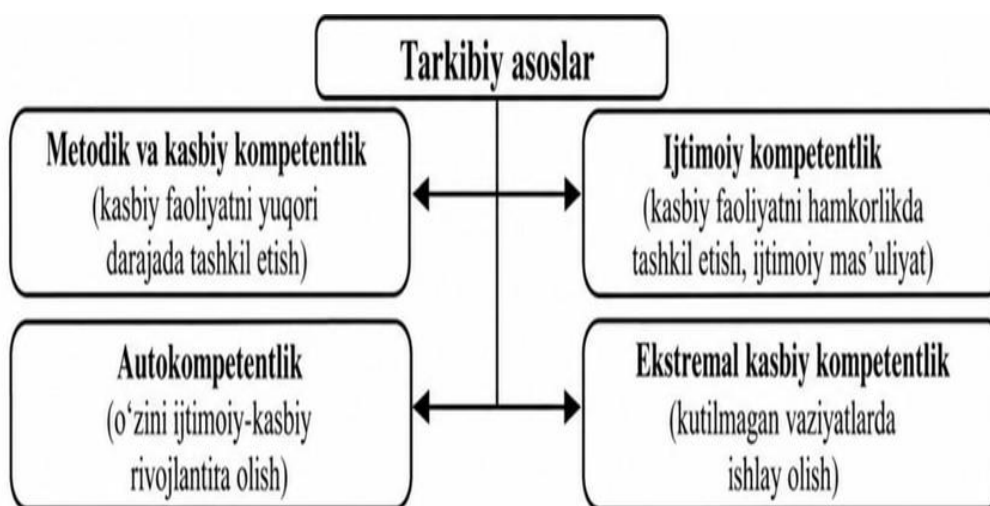


Image 2: important components of pedagogical competence (A.K.Markova).

Also in the conditions of Uzbekistan, professional competence specific to the educator, its specific aspects are studied, among which B. The study conducted by Nazarova has a special significance. According to the researcher, on the basis of professional competence specific to the educator, the following structural foundations form (Figure 3):



A.K. Markova and B. In Nazarova's classifications, the professional competence of an educator is explained through such components as special-professional, social, personal, individual, autocompetence and extreme professional competence. These competencies ensure that the educator organizes professional activities at a high level, works cooperatively, realizes social responsibility, develops himself, innovates and makes rational decisions in unexpected pedagogical situations. Therefore, professional-pedagogical

competence is manifested as an integrative professional quality that combines the knowledge, experience, personal quality, social activity and professional flexibility of the teacher.

1. Professional competence is determined by the content of primary education of the future teacher, the system of Educational Sciences, the principles of interdisciplinary integration and the level of deep acquisition of theoretical and practical knowledge of pedagogical activity.
2. Pedagogical-didactic competence is a complex of knowledge, skills and qualifications related to the design, organization, management and assessment of the educational and educational process on a scientific basis.
3. Psychological competence is a deep understanding of the young, individual, cognitive and emotional characteristics of Primary School students, the ability to organize pedagogical activities taking into account their developmental laws.
4. Communicative competence represents the teacher's ability to effectively organize pedagogical communication, establish constructive cooperation with students, parents, colleagues and other social entities.
5. Digital competence refers to the ability to effectively use modern information and communication technologies, integrate e-learning resources, distance learning platforms and multimedia tools into the pedagogical process.
6. Methodological competence represents the qualification of choosing educational content in accordance with the age and individual characteristics of students, methodically sound design of the lesson, effective application of teaching methods, tools and forms, and the development of an assessment system.
7. Research competence-includes the ability to identify problems arising in the process of pedagogical activity on a scientific basis, analyze them, observe them, carry out experimental and test work and summarize the results.
8. Innovative competence is the ability to master new pedagogical ideas, advanced methods and modern educational technologies, as well as to introduce them into practice. This competence expresses the teacher's creative thinking, openness to innovation and striving to constantly improve pedagogical activity.
9. Socio-cultural competence refers to the teacher's ability to function on the basis of social processes in society, national and universal values, pedagogical ethics and culture.
10. Reflexive competence is the ability of a teacher to regularly analyze his pedagogical activity, assess, identify achievements and shortcomings, and determine the strategy of professional development. This competence serves to ensure that the educator has continuous self-development, professional growth and adaptability to modern educational requirements.

The main system of professional-pedagogical competencies, which should be developed in future primary school teachers, was allocated on the basis of the research sources analyzed above, the scientific views of foreign and Republican pedagogical scientists on professional competence, pedagogical competence and teacher activity. A.K. Markova, N.V. Kuzmina, L.S. Shulman, Ph. Perrenoud, N.A. Muslimov, B. In the scientific research of Nazarova and other researchers, pedagogical competence is interpreted in close connection with professional knowledge, methodological training, communication culture, reflexive analysis, innovative activities, social cooperation and personal-professional development. As a result of the generalization of these scientific views, cognitive competence, reflexive competence, methodological competence, research competence, communicative competence, digital competence, innovative competence, organizational competence and collaborative competence were separated in our study as the most important competencies that determine the professional-pedagogical development of a future elementary teacher. 1. Cognitive competence 2. Reflexive competence 3. Methodological competence 4. Research competence 5. Communicative competence 6. Digital competence 7. Innovative competence 8. Organizational competence 9. Cooperation competence.

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