

# FEATURES OF THE DEVELOPMENT OF PROFESSIONAL-SIGNIFICANT QUALITIES IN FUTURE TEACHERS OF PRIMARY CLASSES

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**Abstract:** *the education system in Uzbekistan at the present stage of development of society is undergoing significant changes associated with a change in the model of cultural and historical development. But no matter what reforms take place in the education system, in the end they, one way or another, are locked on a specific executor - the school teacher. It is the teacher who is the main figure in the implementation of the main innovations in practice. And for the successful introduction of various innovations into practice, for the implementation in new conditions of the tasks assigned to him, the teacher must have the necessary level of professional competence and professionalism. This article examines the features of the development of professional competence in future primary school teachers.*

**Keywords:** *teacher, professional competence, personality of the teacher, professionally significant qualities, primary school teacher.*

## ОСОБЕННОСТИ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-ЗНАЧИМЫХ КАЧЕСТВ У БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

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**Аннотация:** *система образования в Узбекистане на современном этапе развития общества претерпевает существенные изменения, связанные со сменой модели культурно-исторического развития. Но какие бы реформы ни проходили в системе образования, в итоге они, так или иначе, замыкаются на конкретном исполнителе – школьном учителе. Именно педагог является основной фигурой при реализации на практике основных нововведений. И для успешного введения в практику различных инноваций, для реализации в новых условиях поставленных перед ним задач педагог должен обладать необходимым уровнем профессиональной компетентности и профессионализма. В этой статье рассматриваются особенности развития профессиональной компетентности у будущих учителей начальных классов.*

**Ключевые слова:** педагог, профессиональная компетентность, личность учителя, профессионально-значимые качества, учитель начальной школы.

Professional and personal formation and development of a teacher contributes to the formation of a creative personality in a child. The more diverse personalities there are among teachers, the more likely they are to teach and educate children who have many different and at the same time useful individual qualities. The main signs through which the individual style of the teacher's activity is manifested:

- 1) temperament, time and speed of reaction, individual pace of work, emotional responsiveness;
- 2) the nature of reactions to certain pedagogical situations;
- 3) choice of teaching methods;
- 4) selection of means of education;
- 5) the style of pedagogical communication;
- 6) response to the actions and deeds of children;
- 7) demeanor, etc.

The main condition and means of self-education of a teacher is real, theoretical, practical pedagogical activity.

A notable feature of the new standard of primary general education is the formulation of requirements for staffing of primary general education institutions, which are the basis of social order in the system of pedagogical education.

It is the Personality of the teacher that, to a greater extent than educational programs, textbooks, interactive whiteboards and much more, forms the Personality of the child, and to a greater extent influences the achievement of the planned learning outcomes. The teacher influences his pupils in the process of pedagogical communication and activity. The nature of this influence largely depends on the properties and qualities of the teacher's personality, his professional competence, authority and many other parameters. For younger students, the teacher is the most significant, reference person. The success of teaching children, their psychological well-being largely depend on the teacher's communication style. The democratic style contributes to the successful formation of the child's mental functions, favors learning, and the authoritarian style either leads to the consolidation of the performing position, or causes negative emotional and behavioral reactions in children. Let us consider the basic personal competencies (professionally important qualities of a teacher's personality) in the system of modern requirements for a teacher.

- *Belief in the strength and capabilities of students*. This competence is an expression of the humanistic position of the teacher. It reflects the main task of the teacher - to reveal the potential of the student and determines the position of the teacher in relation to the success of students. Belief in the strengths and capabilities of students removes the accusatory position against the student, indicates a willingness to support the student, look for ways and methods that track the success of his activities. Belief in the strength and capabilities of the student is a reflection of love for the student. In another way, we can say that to love a child

means to believe in his capabilities, to create conditions for the deployment of these forces in educational activities. A teacher with this quality is able to create a situation of success for students; carry out competent pedagogical assessment that mobilizes academic activity; finds the positive sides of each student, builds the educational process based on these sides, knows how to develop individually-oriented educational projects.

- *Interest in the inner world of students* . This personal competence presupposes not just knowledge of their individual and age characteristics, but also building up the entire pedagogical activity based on the individual characteristics of students. It manifests itself in the ability to find out the individual preferences, the student's capabilities, the difficulties he faces: to build an individualized educational program, to show the personal meaning of training, taking into account the individual characteristics of the inner world.

- *Openness to accepting other positions, points of view* (non-ideologized thinking of the teacher.) Openness to accepting other positions and points of view suggests that the teacher does not consider his point of view to be the only correct one. He is interested in the opinion of others and is ready to support them in cases of sufficient argumentation. The teacher is ready to respond flexibly to the student's statements, including a change in his own position. With the conviction that there can be more than one truth, the teacher is interested in the opinions and positions of others, takes into account other points of view in the process of assessing students.

- *General culture* . Determines the nature and style of pedagogical activity, the success of pedagogical communication, the position of the teacher in the eyes of students. It consists in the teacher's knowledge of the basic forms of the material and spiritual life of a person, in the knowledge of the material and spiritual interests of a modern child. The teacher provides each student with the opportunity to demonstrate their achievements, is able to organize extracurricular activities, lead circles and sections.

- *Emotional stability*. Emotional stability determines the nature of relationships in the educational process, especially in situations of conflict. Contributes to the preservation of the objectivity of the assessment of students, affects the effectiveness of class ownership. Due to the high degree of emotional stability in difficult situations, the teacher remains calm, his emotions do not affect the objectivity of the assessment, the teacher does not seek to avoid emotionally stressful situations to the detriment of the educational process.

- *Positive focus on teaching*. This competence is based on belief in one's own strengths, one's own efficiency. Awareness of the goals and values of teaching, positive mood, desire to work. Self confidence. Promotes positive relationships with colleagues and learners. Determines a positive focus on teaching activities.

- *High professional self-esteem*. Setting goals and objectives of pedagogical activity. This competence involves the ability to translate the topic of the lesson into a pedagogical task, the ability to set pedagogical goals and objectives in accordance with the age and individual characteristics of students.

- *Motivation for learning activities* . The motivation of the educational activity of students depends on the teacher's ability to ensure success in the activities of the younger student, allowing the child to believe in himself, to assert himself in the eyes of others. Knowledge of the capabilities of a particular student, his interests, setting educational tasks, in accordance with his capabilities, demonstrating the success of students to parents, classmates; the ability to turn a learning task into a personally meaningful one are the main ways to ensure positive learning motivation.

- *Competence in pedagogical assessment* . Pedagogical assessment serves as a real tool for students' awareness of their achievements and shortcomings. Without knowledge of their results, it is impossible for a junior schoolchild to provide a subject position in education. A mark without evaluation inhibits the intellectual activity and cognitive interest of students, forms the motivation for avoiding failures, and leads to such negative phenomena as cheating. The teacher needs knowledge of the variety of pedagogical assessments, the ability to use various assessment methods in classroom and extracurricular activities in accordance with the requirements of the Standard [1].

Dmitrieva N.L. the following components are identified in the structure of the professional competence of an elementary school teacher: content (knowledge), activity (skills), personal (self-awareness), social (social significance of professional activity). In the activity component of professional competence, the author distinguishes groups of pedagogical skills: gnostic, design, organizational, communication and research, the description of which is presented in general terms and does not reflect the features of the professional activity of an elementary school teacher [2].

Kolpakova N.V. in the structure of professional competence, an elementary school teacher identifies such components of professional competence as: methodological, psychological, pedagogical and subject competence. Moreover, the hierarchy of these competencies is such that methodological competence, according to the author, is key, psychological and pedagogical - basic and subject - special competence. In his research, the author points out that the key competence for a teacher is manifested in the ability to find information, work with it and, on its basis, solve professional problems. Basic competence for a teacher is the ability to use information and technology to teach a student that is appropriate for the age of the child. Special competence for a teacher is expressed, according to the author, in the ability to teach children using information technology [3].

Another point that cannot be ignored is the activity-based nature of learning. The activity-based approach, which is the basis of modern education, assumes that the student will learn to plan (ask himself the question: "What do I need to learn?") And design ("How can I learn this?"). To be ready for this, we should not only comprehend the idea of the system-activity approach, but also learn to build educational and extracurricular activities within the framework of this technology, design training based on educational situations, problem tasks, project teaching methods. The teacher must be an active user of information technology, freely communicate in the information space [4].

It is known that competence does not exist off the shelf. Everyone must create it for themselves anew. You can assimilate someone's discovery, a rule, a training technique, but not competence. Competence must be created as a product of individual creativity and self-development. The intensive development of primary education, a variety of alternative programs, and a radical change in the procedural aspect of education brings to the fore the problem of a qualitative change in the teacher's personality, his role and activities in the educational process.

A modern teacher must love and understand his student, must be observant and demanding, must have communicative, constructive abilities, must be able to make educational material accessible to students, be creative, capable of organizing a children's team. The list of personal qualities of a teacher is very significant. Among them are such as: endurance and self-control, flexibility of behavior, citizenship, humanity, discipline, conscientiousness, ideological conviction, initiative, sincerity, decency, striving for self-improvement, etc. All these abilities and qualities in aggregate constitute a unique, peculiar personality of the teacher ...

So, individuality and professionalism are two inseparable aspects of a teacher's personality, equally important for successful activity.

All of these personal and professional qualities constitute the model of an "ideal" or close to the ideal teacher. These qualities in themselves are attractive in any person, but for a teacher they are also professionally significant. The path to this ideal goes through constant self-esteem, overcoming one's weaknesses and shortcomings.

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