



PROFESSIONAL COMPETENCE OF A PRIMARY TEACHER IN
ORGANIZING PROBLEM-PROBLEM EDUCATION

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Annotation: *This article discusses the professional competence of primary school teachers in organizing problem-based learning. The teacher's pedagogical, methodological, communicative, and creative skills play a crucial role in the educational process, aiding in the development of students' independent thinking and problem-solving abilities. The article emphasizes the necessity for teachers to engage in self-development and to explore modern pedagogical approaches.*

Keywords: *problem-based learning, primary school, teacher competence, pedagogical skills, creativity, communicative abilities.*

In our country, in the conditions of constant changes in the methodological competence of future primary school teachers, it is important to study advanced foreign experiences, develop a technology for developing their methodological competence in a higher educational institution, didactic foundations, improve the effectiveness of pedagogical conditions, content and structure, criteria for improvement and levels of formation, form, method, means, model, quality of teaching, as well as develop theoretical and practical foundations for developing methodological competence in future primary school teachers in a higher pedagogical educational institution. Modern requirements for primary education determine changes in the professional activities of a primary school teacher in primary education. Ensuring flexibility in organizing the educational process; taking into account the needs, interests and desires of children; Establishing cooperation with families becomes an essential part of the primary school teacher's work to ensure that preschool children master the basic educational program of primary education and successfully socialize them.

Today, the formation of professional competence of a primary school teacher requires the possession of multifaceted pedagogical competencies. In particular, in order to optimally build pedagogical activity and organize the educational process, they must have systematic, structured, multifunctional, synergistic (from Greek "cooperation, joint action", "interaction") and perceptive abilities [1].

The competence of a primary school teacher is his ability to easily manage the flow of information, to switch to developmental and educational activities in the educational process, and to restructure his pedagogical activities depending on the needs of society [2].

Professional competence is a complex new form of multifaceted pedagogical competences, which includes theoretical and practical professional knowledge, which is always in interdependence and harmony[5]. That is, competence manifests itself in the optimal activation and synthesis of pedagogical activity, as well as in the need to update and improve professional knowledge theoretically and practically.

In studies that have studied professional competence as a pedagogical problem, the characteristics of the teacher have been analyzed.

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

- possession of knowledge, skills, qualifications and abilities necessary for activities in one's specialty, as well as the simultaneous possession of autonomy and flexibility in partially solving professional problems;
- development of cooperation with colleagues in a professional interpersonal environment;
- the structure of designing standards, which includes the criterion of activity (quality measure), scope of application, required knowledge;
- effective use of abilities that allow the effective implementation of professional activities in accordance with the requirements of the employer;
- an integrated combination of knowledge, characteristics and skills that allow a person to successfully perform work in the modern work environment[2, 72].

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 evaluate the results of one's own activity, that is, appropriate skills, technical methods.

According to O.V. Khovov, professional competence is not only a concept of competence, that is, professional qualifications as experience, skills and knowledge, but also socio-communicative and individual abilities that ensure independence in professional activity[5, 454-455].

Yu.G. Tatur and V.Ye. The Medvedevs defined the competence of a future specialist as the desire and ability to demonstrate in practice their potential (knowledge, skills, experience, personal qualities, etc.) for successful creative activity in the professional and social spheres, and competence as the readiness of a future specialist to use all their potential (knowledge, skills, experience, and personal qualities) to successfully operate in a certain field and to consciously realize their responsibility for its results.

According to G.A. Larionova, the structure of readiness includes a set of practical knowledge and the characteristics of a person that ensure their entry into activity. Labor readiness is a complex system consisting of two components: operational (knowledge and skills) and personal (instruction, orientation to work, characteristics of professional motives, system of habits and attitudes, emotional and volitional functions, professionally significant qualities of a person) [3, 171].

Determining the competences of a specialist, that is, which method of activity he should master, what he can do, what he is ready for, is called a competent approach. One of the conceptually important methods of managing the quality of training of graduates of a higher educational institution is the implementation of a competent approach in the modernization of the content of vocational education.

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

- 1) organizational and managerial (development of a curriculum, a schedule of the educational process, a lesson schedule, development of criteria for determining the level of competence, material and technical support of the educational process);

2) educational and methodological (selection of the content of classes, integration of various courses, identification of leading ideas);

3) technological (control and assessment, organization of active forms of teaching, identification of knowledge groups included in the competence, use of innovative technologies);

4) psychological and pedagogical (diagnosis of student development, stimulation of motivation for teaching, determination of criteria for competence, directing students to work in collaboration).

The structure of a future teacher's professional competence is determined by his or her pedagogical skills, and skills (knowledge based on theoretical knowledge and aimed at solving pedagogical problems) are determined by a set of gradually developing actions.

The professional competence of a primary school teacher is of great importance in organizing problem-based education. These competencies include not only the teacher's pedagogical knowledge, but also psychological, methodological and communicative skills. The following are the main competencies necessary for a primary school teacher to implement problem-based education:

1. Pedagogical knowledge: The teacher must be well versed in the theoretical foundations of the educational process, educational methodology, and youth psychology. This knowledge helps in creating problem situations and ensuring the active participation of students.

2. Methodological skills: It is necessary to have skills in problem-based education methods, lesson planning, and organizing the lesson process. This allows the teacher to effectively develop problem-based tasks.

3. Communication skills: The teacher must have the ability to communicate effectively with students, listen to their ideas, and provide guidance. This encourages students to share their ideas in the process of problem-based learning.

4. Creativity: The teacher should create problem situations through a creative approach and develop students' creative abilities.

5. Analysis and evaluation skills: The teacher should monitor the development of students by analyzing and evaluating their activities and provide assistance when necessary.

6. Self-development: The teacher should constantly update his knowledge and skills, learn new pedagogical approaches and technologies.

In organizing problem-based education, the primary school teacher helps to develop students' independent thinking skills and prepare them to solve problems by implementing these competencies. This plays an important role in improving the quality of general education.

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