



"FORMATION OF PEDAGOGICAL COMPETENCIES AND CREATIVITY OF FUTURE PRIMARY SCHOOL TEACHERS"

Abdumuminova Ozoda Anvarovna

senior teacher of Gulistan

State University of the Department of

"Methods of teaching preschool Education"

Annotation. This paper discusses the aspect of the concept of “creative competence of a primary school teacher, the concept of pedagogical abilities, the conditions for the formation of pedagogical abilities.

Key words: competence, professional activity, creativity, creativity, creative competence, primary school teachers.

The transformations taking place over the past few decades in Uzbekistan could not but affect education.

Currently, one of the important areas of formation of professional competencies of primary school teachers is to increase readiness for the implementation of state educational standards. It is teachers who must ensure that such an important task of an educational institution is solved when introducing and improving the pedagogical process and increasing the developmental effect of educational work.

Competence is the result of education, expressed in a person's readiness to solve certain tasks of professional and non-professional activities based on the use of internal and external resources.

The competence-based approach to the professional training of a future teacher is focused on the formation and development of a student-teacher's creative readiness and appropriate didactic preparedness, reflects the modern understanding of the norms and values of the teacher's professional activity. However, the desire to follow the path of creativity in their own pedagogical activity comes across a lack of experience in creative pedagogical work.

Today, there is no more important problem in a modern school than the problem of professional development of beginners teachers. Who will help young teachers in her a solution? It would seem that there is nothing easier than to seek help from pedagogical science and use its proven conclusions and

recommendations in practice But what conclusions and recommendations of modern pedagogy can young teachers count on, starting an independent ascent to the inaccessible pedagogical peaks?

Novice teachers like air need practical

Technologies of their professional formation and progressive development in the direction of comprehending the heights of pedagogical skill. Instead, modern pedagogy offers them. Everest of scientific literature with a description of how it should be the perfect teacher and the perfect learning process. The authors of these books sincerely believe that they have successfully completed the most difficult part of the work. And the rest should be done by young teachers on their own. As a result of such scientific and methodological support, each of the parties remains with its interests at the opposite poles of the pedagogical globe. Why haven't the desired changes been taking place in solving this problem for many decades?

Here are some authoritative opinions on this.

Podlasyi I.P: Pedagogical theory is an abstraction. And its practical implementation is always high art. The conclusions of pedagogy are characterized by high probability and uncertainty. In many cases, it only establishes a norm, but does not provide scientific support for achieving this norm.

Slastenin V.A. et al.: "... Our pedagogical science is still seriously lagging behind life, responds poorly to the changes taking place in society, does not show social vigilance and courage in analyzing contradictions and the development of ways to solve urgent problems"

Rozanov V. V.: "Having a number of didactics, a number of methods, pedagogy as a theory of some craft or art, we do not have"

Is not this the landscape of our chronic stumbles, miscalculations and pedagogical mirages in the professional development of novice teachers. The causes of our pedagogical troubles are in a different plane.

One of the tasks of pedagogical education, focused on the formation and development of professional competencies of the future teacher, is the revision of the professional worldview and the acquisition of new educational experience, creative behavior, the development of creatively significant personal qualities. The solution to this problem will be the development of an educational program that would contribute to the creation of a creatively developing educational space saturated with innovative ideas and technologies, organized in such a way as to promote the creative self-development of a student-teacher.

A characteristic feature of the program is the enrichment of the didactic component of the creatively developing educational space with pedagogical situations in which the algorithm of creative transformation of the experience of behavior and pedagogical activity of the future teacher is laid down. Another feature of the program for the formation and development of professional and creative competencies of a primary education teacher is the "personality-developing" approach (L.M. Mitina), the main components of which are:

- knowledge in the field of creative psychology and pedagogy;
- creative skills;
- creative readiness.

The assessment of the professional activity of a primary school teacher is ambiguous, for example, it can be assessed from the perspective of various approaches:

A teacher is a modern specialist in the field of education. When viewed from this point of view, the teacher's personality includes two components – competence. An elementary school teacher is a teacher and educator of primary school children. A teacher is a carrier of professional pedagogical culture as an integrative personal professionally significant education, including five components presented in the table

Components of pedagogical culture	Characteristics of the teacher's activity
Communication component	Openness to communication and cooperation with students in the classroom and outside of school hours
Constructive component	Organization of students' activities and their own professional activities
Perceptual component	The ability to understand the emotional state and motives of the pupil's behavior, the ability to empathize (empathy)
Innovative component	The need for innovation, the renewal of professional experience, pedagogical search
Reflexive component	Awareness of one's professional activity as the main sphere of one's personal self-determination, self-assessment of one's professional development

Having analyzed the quality of the implementation of the function of managing the educational process by future primary school teachers, we can conclude that some successfully cope with this function and many of them

switch to self-management (self-control), while others experience significant difficulties:

- in combining pedagogical tasks and selecting relevant relevant educational, educational and developmental techniques and technologies, managing these processes;
- in an attempt to overcome the constantly felt shortage of personal time;
- in understanding the purpose of their professional activity, its compliance with personal needs and interests;
- in mastering the ways of self-regulation of mental states during the working day, after it, ways of regulating the mental states of students;
- in independent and timely decision-making (in choosing goal-oriented and unambiguous, situational or long-term priorities), etc.

It should be noted that the managerial function of a teacher is so important in the teacher's awareness of it (which, we repeat, is not yet at a sufficient level in reality) that without it, the priority goal of his professional activity – the organization of the life of the student collective, the organization of the educational activities of each child loses its meaning.

The containment of some motives of activity and the activation of others (aiming at overcoming contradictions and difficulties) is the moment of controlling the will of the pupil, his emotional state. At the same time, the teacher himself is in a situation of constant stress (a huge set of volitional efforts), and therefore he must be able to remove it in a timely manner both for himself and for children (to manage the states of the muscular system of the body).

The ability to self-manage, for example, mental states and behavior, which allows optimal action in complex pedagogical situations (simple situations need less management), in psychology is called the ability of a teacher to self-regulation.

A teacher working with a group of students should be well aware of the formative role of the family and the dependence of this role on the value orientations of its members. Possession of such information allows you to anticipate how family relationships can affect the personal development of a child, his character, behavioral reactions. The interaction of the teacher with parents has a serious impact on the younger student during the adaptation period. The interaction is also conditioned by the social requirements of society, which increasingly require full-fledged cooperation of the teacher with the family.

For the formation of cooperation between adults and children, it is important to represent the collective as a whole, as a large family that unites and lives interestingly if the joint activities of teachers, parents, and children are organized.

Psychological and pedagogical, regulatory and reflexive competencies are general professional, i.e. necessary for all teachers.

Subject and methodological competencies belong to the category of special competencies, they ensure the fulfillment of specific professional duties that are characteristic of a primary school teacher and allow him to distinguish from other teachers.

The listed competencies are closely interrelated, forming a complex structure, and their content represents the requirements for the professional activity of an elementary school teacher.

Table - The main professional pedagogical competencies of the future primary school teacher

Competencies	Characteristics of competencies
Personal	<ul style="list-style-type: none">- active in protecting the interests of students;- commitment to the profession;- ability to make decisions independently;- orientation towards goal-setting and goal-attainment;- mental balance;- humanity;- versatility of personality;- pedagogical reflection;- pedagogical culture
Psychological and pedagogical	<ul style="list-style-type: none">- knowledge: methodological, theoretical, methodical, technological;- skills: informational, organizational, communicative, pedagogical techniques, applied;- subject competencies
Subject-creative	<ul style="list-style-type: none">- independent thinking and creative approach in solving pedagogical tasks;- creating situations that contribute to the motivation of students;- encouraging students to be creative;- the use of non-traditional methods, methods and techniques in teaching;

	<ul style="list-style-type: none">- conducting experimental work;- research activities
Methodical	<ul style="list-style-type: none">- goal setting and planning of pedagogical activity;- self-control;- self-regulation of moral-volitional and other mental states;- effective management of your own time;- independent and timely decision-making;- designing, designing and implementing an effective educational process;- methods of hidden control of students' consciousness

Thus, a professional as an integral person must possess a set of significant professional and pedagogical qualities that allow him to most effectively implement the goals and objectives of his professional activity.

Being practice-oriented, the training of primary school teachers is complete. So, a graduate of a pedagogical college or university should exercise his professional functions at the master level.

References

1. The Law "On Education " of the Republic of Uzbekistan.
2. Batyshev A.S. Practical pedagogy for a novice teacher. Moscow: Association <<Professional education>>, 2003.- 200 p.
3. Andreev, V. A. Pedagogy : a training course for creative self-development / V. A. Andreev. – M. : INFRA - M, 2007. – 608 p
4. Borisenkov V.P., Gukalenko O.V., A.Ya.Danilyuk. Multicultural educational
5. Podlasyy, I. P. Pedagogy : textbook for universities / I. P. Podlasyy. – 2nd ed. – Moscow: Yurayt, 2010. – 574 p.
6. Khalikov, A. A. Formation of pedagogical abilities of the future primary school teacher / A. A. Khalikov, R. M. Sadykov. — Text : direct // Young scientist. — 2016. — № 21 (125). — PP. 949-951. — URL: <https://moluch.ru/archive/125/34558/> (accessed: 10/22/2022).
7. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN

DISTRICT. *American Journal Of Social Sciences And Humanity Research*, 2(05), 11-16.

8. Rasulov, A. B., Hasanov, E. M., & Khayruddinova, Z. R. STATE OF ENT ORGANS OF ELDERLY AND SENILE PEOPLE AS AN EXAMPLE OF JIZZAKH REGION OF UZBEKISTAN. ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОТОРИНОЛАРИНГОЛОГЛАРНИНГ IY СЪЕЗДИГА БАҒИШЛАНГАН МАҲСУС СОН, 22.

9. Расулов, А. Б., & Расулова, Н. А. (2013). Опыт периодизации географических взглядов. *Молодой ученый*, (7), 121-123.

10. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Bekaeva, M. E. (2021). Experience of using gis technology in the development of geoeological maps. *International Journal of Engineering Research and Technology*, 13(12), 4835-4838.

11. Matnazarov, A. R., Safarov, U. K., & Hasanova, N. N. (2021). THE STATE OF INTERNATIONAL RELATIONSHIP BETWEEN THE FORMATION AND ACTIVITY OF MOUNTAIN GLACES OF UZBEKISTAN. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 22-25.

12. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. *World Bulletin of Social Sciences*, 4(11), 95-99.

13. РАСУЛОВ, А. Б., & АБДУЛЛАЕВА, Д. Н. (2020). ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ НАВЫКОВ ИСПОЛЬЗОВАНИЯ САЙТОВ ИНТЕРНЕТАВ ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ РАБОТНИКОВ НАРОДНОГО ОБРАЗОВАНИЯ. In *Профессионально-личностное развитие будущих специалистов в среде научно-образовательного кластера* (pp. 466-470).

14. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, 7(12), 956.

15. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Problems of regionalization of geographical names. In *ИННОВАЦИИ В НАУКЕ, ОБЩЕСТВЕ, ОБРАЗОВАНИИ* (pp. 119-121).

16. Rasulov, A., Saparov, K., & Nizamov, A. (2021). THE IMPORTANCE OF THE STRATIGRAPHIC LAYER IN TOPONYMICS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 61-67.

17. Nizomov, A., Rasulov, A., Nasiba, H., & Sitora, E. (2022, December). THE SIGNIFICANCE OF MAHMUD KOSHGARI'S HERITAGE IN

STUDYING CERTAIN ECONOMIC GEOGRAPHICAL CONCEPTS. In Conference Zone (pp. 704-709).

18. Rasulov, A., Alimkulov, N., & Safarov, U. (2022). THE ROLE OF GEOECOLOGICAL INDICATORS IN THE SUSTAINABLE DEVELOPMENT OF AREAS. *Journal of Pharmaceutical Negative Results*, 6498-6501.

19. Nizomov, A., & Rasulov, A. B. (2022). GEOGRAPHICAL SIGNIFICANCE OF THE SCIENTIFIC HERITAGE OF MAHMUD KASHGARI. *Journal of Geography and Natural Resources*, 2(05), 13-21.

20. Rasulov, A. (2021). The current situation in the district of lower zarafshan plant species-eco-indicator. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 304-307.

21. Berdiqulov, R. S., & Yakubov, Y. Y. (2022). TALABALARGA MUSTAQIL ISH TOPSHIRIQLARINIBAJARTIRISH SHAKLI VA BAHOLASH TARTIBI. *Solution of social problems in management and economy*, 1(4), 48-55.

22. Shavkatovich, B. R. (2017). Deduction of chemical thought. *European research*, (5 (28)), 62-68.

23. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:dhFuZR0502QC.

24. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:4DMP91E08xMC

25. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:FxGoFyzp5QC.