FORMATION OF PROFESSIONAL-MODERN COMPETENCIES OF PRIMARY SCHOOL TEACHERS

Eryigitova Maxfirat Maxmudjon qizi,
Mirzabekova Nargiza Qoraqulovna
Primary Education Methodist at Jizzakh Pedagogical Skill Center

Abstract

This article focuses on the theoretical and practical aspects of forming professional-modern competencies of primary school teachers. The concept of competency, its role in the personal and professional growth of teachers, and issues of improving education quality through innovative technologies and modern approaches are analyzed.

Keywords: Primary education, teacher, competency, professional development, innovation, ICT, methodology.

Introduction

In today's context of globalization and digital transformation, the changes taking place in the education system require teachers not only to possess professional knowledge but also to demonstrate competencies such as readiness for continuous change, adaptability, and creative thinking. The primary education stage is especially critical, as it lays the foundation for an individual's development. Therefore, the professional preparation and competencies of educators working at this level must be of the highest standard. One of the main tasks facing the modern education system is to train qualified, creative, technologically literate, didactically and communicatively competent teachers. The primary education stage plays a vital role in the intellectual, moral, and social development of each student. From this perspective, the formation and development of modern professional competencies among primary school teachers is one of the most pressing scientific and practical issues today.

Competence is a a comprehensive system of knowledge, skills, abilities, as well as motivational and ethical aspects that enable an individual to effectively perform a specific type of activity. Teacher competence encompasses the following key areas:

Methodological Competence: This includes planning lesson content, selecting appropriate teaching methods, and setting assessment criteria. It represents a set of methodological knowledge, skills, and abilities that a teacher needs to deliver educational material to pupils in a clear, engaging, and effective way.

In particular, a primary school teacher should possess methodological competence that includes the ability to:

❖ Know and apply various teaching methods and techniques (such as games, visual materials, interactive activities),

- ❖ Plan and organize the learning process,
- ❖ Use teaching approaches appropriate for the children's age,
- ❖ Explain and reinforce learning material step-by-step,
- ❖ Engage students in active participation and adapt to their needs and abilities.

Thus, methodological competence in primary education refers to the methodological knowledge and skills necessary for a teacher to conduct lessons effectively, clearly, and engagingly.

Psychological-Pedagogical Competence: This refers to a teacher's or educator's ability to correctly understand students from both psychological and pedagogical perspectives and to organize an effective teaching and educational process by taking into account their individual characteristics.

In the field of primary education, this competence includes the following:

- ❖ Understanding pupils' psychological development characteristics (e.g., attention, memory, level of thinking, emotional state);
- ❖ Taking into account students' individual needs, abilities, and interests;
- ❖ Creating a positive psychological environment during the teaching and learning process;
- ❖ Applying appropriate pedagogical approaches in problematic situations;
- ❖ Possessing communication skills and the ability to provide emotional support to children;
- ❖ Guiding students toward socialization, communication, and independent thinking.

Psychological-pedagogical competence is a set of pedagogical skills that enables the teacher not only to impart knowledge, but also to understand a child's psyche and support their development effectively.

Digital Competence: In primary education, digital competence refers to a teacher's ability to effectively and purposefully use modern information and communication technologies (ICT) and digital tools in the educational process.

This competence include

- ❖ Operating technical tools such as computers, tablets, and interactive whiteboards, and using them during lessons;
- ❖ Creating, editing, and presenting educational materials in digital formats (e.g., presentations, electronic textbooks);
- ❖ Utilizing online resources and platforms in the learning process (e.g., educational portals, quizzes, games);
- ❖ Establishing effective communication with students using digital communication tools;
- ❖ Teaching students how to select, evaluate, and use information wisely;

In primary education, digital competence for teachers refers to a set of knowledge and skills aimed at enriching the educational process with modern technologies and developing students' ability to use these technologies effectively.

Innovative Competence: In primary education, innovative competence is the teacher's ability to adopt, implement, and effectively apply new, modern approaches, methods, and technologies in the educational process.

Innovative competence includes the ability to:

❖ Search for, study, and apply innovative technologies and methods in education;
❖ Make lessons engaging and effective by using new pedagogical ideas and approaches;
❖ Approach problems creatively and develop new solutions;
❖ Engage in self-development and strive for continuous professional growth;
❖ Promote and lead innovative ideas in collaborative work;
❖ Foster students' creative thinking and readiness for innovation.

Innovative competence in primary education is the teacher's readiness and ability to accept and effectively apply modern innovations with the goal of improving the quality of education.

Communicative Competence: In primary education, communicative competence refers to the teacher's ability to establish effective, open, and clear communication with students, parents, and colleagues throughout the educational process.

It includes the following:

❖ Possessing language and speech culture, and expressing ideas clearly and concisely;
❖ Developing listening and understanding skills, and respecting others' opinions;
❖ Building friendly and warm relationships with students;
❖ Collaborating effectively with parents and involving them in the educational process;
❖ Working in groups and teams, and engaging in constructive idea exchange with colleagues;
❖ Resolving misunderstandings and mediating in conflict situations;
❖ Using modern communication tools (e.g., email, messaging apps, online platforms).

Communicative competence is the set of knowledge and skills that enable a teacher to organize and conduct communication effectively and efficiently within the educational and upbringing process.

Professional Competency Requirements for Primary School Teachers

A primary school teacher should possess the following qualities:

❖ Multidisciplinary Knowledge: Ability to teach multiple subjects with deep understanding;
❖ Understanding of Child Psychology: Knowledge of the psychological and physiological developmental stages of children aged 6–10;
❖ Didactic Flexibility: Ability to select appropriate teaching strategies for each lesson;
❖ Moral Leadership: Capacity to cultivate ethical and moral values in students;
❖ ICT Literacy: Proficiency in using digital tools such as e-textbooks, test systems, interactive whiteboards, video lessons, and online platforms.

Modern Approaches to Developing Competencies: To develop professional competencies of primary school teachers, the following methods are recommended:

❖ Professional Development Courses: Participation in training programs organized by national and international institutions (e.g., *Teacher Training*, *Digital Skills for Educators*, etc.);
❖ Online Learning Platforms: Gaining new knowledge through distance learning on platforms such as Coursera, EdX, ZiyoNET, Moodle;
❖ Self-reflection and Reflective Practice: Analyzing lessons, reflecting on one's own teaching, and maintaining a professional portfolio;

❖ Implementation of Innovative Pedagogical Technologies: Applying modern approaches such as CLIL, STEAM, CASE, project-based learning, and reflective pedagogy.

The Role of Modern Technologies in Pedagogical Practice: With the help of digital technologies, today's teacher can make lessons more engaging, interactive, and effective. For example:

❖ Digital Testing Tools: Quizizz, Kahoot, Google Forms;
❖ Virtual Laboratories: PhET, LabXchange;
❖ Thematic Video Lessons: YouTube, ZiyoNET video resources;
❖ Network Collaboration: Experience sharing among teachers via Telegram groups and online forums.

Conclusion

Developing the professional and modern competencies of primary school teachers is a decisive factor in enhancing the quality and effectiveness of education. A teacher must not only implement the curriculum but also act as an educator, a creator, and a motivator. This requires a commitment to continuous learning, self-improvement, and readiness to adopt innovative approaches.Effective use of new technologies, pedagogical methods, and communication tools is now an essential component of a teacher's professional competency. Therefore, systematic development of teachers' methodological, psychological-pedagogical, digital, innovative, and communicative competencies can fundamentally improve the quality of education.Moreover, the process of professional development not only supports the individual growth of the teacher but also contributes to the stable and high-quality progress of the education system as a whole. In this process, collaboration among educational institutions, methodologists, and government authorities is of utmost importance.As a result, efforts aimed at building the professional and modern competencies of primary school teachers will not only enhance the effectiveness of the teaching and learning process, but will also play a significant role in shaping a knowledgeable, well-rounded, and modern generation for the future.

References:
1. Azizxo'jaeva, N. (2020). *Pedagogical Technologies and Pedagogical Mastery*. Tashkent: Fan va texnologiya Publishing House.
2. Solijonov, X., Ochildiyeva, M. (2021). *Innovative Methods in Primary Education*. Andijan: AndDU Publishing House.
3. UNESCO (2022). *ICT Competency Framework for Teachers*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000375803
4. Fullan, M. (2016). *The New Meaning of Educational Change*. New York: Teachers College Press.
5. OECD (2019). *Teachers and School Leaders as Lifelong Learners*. OECD Publishing. Retrieved from https://www.oecd.org/education/talis.