

INCREASING THE PROFESSIONAL READINESS OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON A COMPETENCY-BASED APPROACH

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Tursunova Malika Baxtiyor qizi

Senior Lecturer of the Department of "Primary Education Pedagogy" of National pedagogical university of Uzbekistan named after Nizami, PhD

Abstract

This article analyzes the professional training of future primary school teachers as a pedagogical problem, based on a competency-based approach. The study highlights the requirements for teachers in the modern education system, the content of professional competencies, and the pedagogical conditions necessary for their development. In addition, it examines the challenges of ensuring the integration of theoretical knowledge with practical activities in higher education institutions and the implementation of a competency-based approach. The results of the study are aimed at improving effective methods and approaches that contribute to the development of professional competencies in future primary school teachers.

Keywords

competency-based approach, professional training, future primary school teacher, professional competence, pedagogical problem, quality of education.

INTRODUCTION. Currently, ongoing reforms in the education system and the increasing demand of society for well-trained pedagogical personnel have made the preparation of future primary school teachers according to modern requirements a pressing issue. In particular, since the primary education stage plays a crucial role in the personal development of students, the professional potential and competencies of teachers working at this level are directly linked to the quality of education.

In traditional approaches to teacher education, the focus was primarily on acquiring theoretical knowledge. However, in the current era, teachers are expected to effectively apply their knowledge in real pedagogical situations, make independent decisions, and engage in innovative and reflective practices. Therefore, organizing the educational process based on a competency-based approach is regarded as one of the priority directions in the field of pedagogy.

In the process of preparing future primary school teachers, the implementation of a competency-based approach, ensuring the integration of

theoretical knowledge with practical activities, and developing effective mechanisms for forming professional competencies emerge as significant pedagogical challenges. This article provides a scientific and pedagogical analysis of these issues.

LITERATURE REVIEW. The theoretical foundations of the competency-based approach and its role in pedagogical practice have been studied by numerous local and foreign scholars. In particular, foreign researchers such as the American psychologist and educator D.McClelland, the American psychologist R. White, and the British psychologist J.Raven interpreted the concept of competence as an integrative quality aimed at ensuring effective professional activity. In their scientific views, alongside knowledge, skills, and abilities, the importance of motivation, values, and social experience is emphasized.

Russian scholars have also made significant contributions to the study of the competency-based approach. I.A.Zimnyaya justified the competency-based approach as a pedagogical paradigm oriented toward educational outcomes, dividing professional competencies into personal, social, and activity-related components. Meanwhile, Russian educator A.V.Khutorskoy distinguished between the concepts of competence and competency, emphasizing that the integration of educational content and pedagogical technologies is a crucial factor in their development.

The issue of preparing primary school teachers has been extensively studied by scholars such as the Swiss educator and sociologist P.P. Perrenoud, the Russian psychologist and educator L.M. Mitina, Doctor of Pedagogical Sciences, Professor V.A. Slastenin, and the Russian pedagogical-psychologist N.V. Kuzmina. Their works substantiate that teacher professional training is closely linked to the design of pedagogical activities, reflective practices, and the implementation of innovative approaches.

The professional training of future teachers has also been studied by local scholars. In particular, the focus of scientific research has been on modernizing the content of education based on a competency-based approach, strengthening the role of pedagogical practice, and developing professional competencies. However, an analysis of existing studies indicates that the systematic organization of future primary school teachers' professional training based on a competency-based approach, as well as the improvement of mechanisms for its assessment, has not been sufficiently addressed.

Therefore, this study is aimed at a deeper investigation of the professional training process of future primary school teachers as a pedagogical problem, based on a competency-based approach.

METHODS. The research employed historical, retrospective, and theoretical-methodological analysis of sources; generalization and interpretation of collected data; observation; interviews; questionnaires; content analysis; qualimetry; and expert evaluation.

DISCUSSION. An analysis of the literature indicates that the competency-based approach is recognized as a priority methodological foundation for the professional training of future primary school teachers. However, there are several pedagogical challenges in implementing this approach in higher education institutions. In particular, the traditional knowledge-oriented focus of the curriculum and the insufficient use of interactive methods that contribute to the development of competencies negatively affect the effectiveness of teacher preparation.

The discussion revealed that the process of developing professional competencies in future primary school teachers requires an integrated combination of theoretical preparation and practical activities. The lack of practice-oriented lessons, modeling of pedagogical situations, and elements of reflective analysis hinders graduates' adaptation to real pedagogical work. This situation indicates that the essence of the competency-based approach is not being fully realized.

In addition, the issue of assessing competencies has also become a subject of discussion. The current assessment system is primarily focused on testing knowledge, which limits the ability to evaluate future teachers' communicative, methodological, and reflective competencies. Therefore, there is a need to develop assessment criteria and indicators based on a competency-based approach.

The conducted analyses indicate that organizing the professional training of future primary school teachers based on a competency-based approach requires the modernization of the educational process, strengthening the role of pedagogical practice, and improving teaching methods. These issues remain a pressing problem that demands in-depth scientific and pedagogical investigation.

RESULTS. The results of the study confirmed the necessity of improving the professional training process of future primary school teachers based on a competency-based approach. The findings indicate that when the integration of theoretical knowledge with practical activities is ensured during professional training, future teachers effectively develop methodological, communicative, and reflective competencies.

Moreover, it was found that a learning process organized based on practice-oriented teaching methods, interactive lessons, and the modeling of pedagogical situations enhances the readiness of future primary school teachers for professional activity. The teaching process structured according to a competency-based

approach fosters students' abilities for independent thinking, problem-solving, and engagement in innovative activities.

During the study, it was determined that improving the system for assessing competencies is of significant importance. In addition to traditional assessment methods, the use of competency-oriented evaluation criteria and indicators expands the ability to determine the level of professional development of future teachers.

Overall, the results indicate that the professional training of future primary school teachers based on a competency-based approach represents one of the effective pedagogical solutions that contribute to improving the quality of education.

CONCLUSION. The professional training of future primary school teachers based on a competency-based approach is a pressing issue in the pedagogical process. The results of the study indicate that the integrated combination of theoretical knowledge and practical activities, interactive lessons, and the modeling of pedagogical situations effectively contributes to the development of methodological, communicative, and reflective competencies in future teachers.

Moreover, the implementation of assessment criteria based on a competency-based approach allows for improving the quality of professional training and modernizing the educational process. At the same time, systematically enhancing the preparation of future teachers and developing mechanisms for forming competencies remains one of the priority tasks in the field of pedagogy.

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