



## DEVELOPMENT OF PERSONAL COMPETENCY QUALITIES OF FUTURE ELEMENTARY SCHOOL TEACHERS

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**Annotation:**one of the methods in which the teacher's, pedagogical skills significantly affect the increase in his qualifications, pedagogical abilities, pedagogical competence is the improvement of the qualifications of Continuing Professional Education. This article will talk about professional competencies in future specialists, methodological competence, its components, the tasks of methodological competence and how to formulate this competence in primary school teachers.

**Keywords:**competence, professional competence, methodological competence, method, tool, qualification, activity criterion.

Having studied advanced foreign experiences in conditions of constantly changing methodological competence of teachers of the future primary class in our country, the development of technology, didactic foundations for the development of their methodological competence in a higher educational institution, development of pedagogical conditions, content and structure, improvement criteria and levels of formation, form, method, means, model, improving the effectiveness of it is important for its teachers to develop theoretical and practical foundations for the development of methodological competence. One of the methods in which the teacher's, pedagogical skills significantly affect the increase in his qualifications, pedagogical abilities, pedagogical competence is the improvement of educational qualifications of the permanent professional competence. In this graduation qualification work, future specialists are told about professional competencies, methodological competence, its components, the tasks of methodological competence and how to formulate this competence in primary school teachers. In the training of primary school teachers in the graduate qualification work, the necessary aspects are highlighted in the provision of meaningful and high-quality organization of their professional and pedagogical activities, the teaching of the effective use of modern technologies aimed at improving the knowledge of students. The intellectual and spiritual potential of teachers of the future primary class is the training of a new generation of higher personnel, the necessary aspects of the formation of the necessary skills and knowledge are revealed in them so that graduates of educational organizations become modern professionals.

The requirements for primary school teachers are significant in that they have a pedagogical, psychological and sociological character. In this graduation qualification work, the significance of the pedagogical psychological characteristics of the development of professional communication competence of teachers of the primary class as a scientific and pedagogical problem was studied. The scientific views of eastern allomas on the topic, foreign and Republican scientists are summarized. The theoretical and pedagogical aspects of the development of communication competence of primary school teachers are scientifically based.

Professional competence in this Graduate qualification work, professional self-awareness, respect for professional values and professional orientation is a generalizing concept that is one of the components of a universal culture that is manifested in the example of professional formation, support and development of the innate competence of the growing young generation.

The expected result in the process of training students in pedagogical higher educational institutions is formed in the form of requirements for the assimilation of basic educational programs presented through Universal, Universal and professional competencies. The state educational standards also define the profile (specialist) competence of the future teacher, who is an important organizer of the professional competence of the teacher. Currently, it is one of the very few studied problems. One such issue consists in determining the competency approach to the development of professional competencies in future primary school teachers and developing its structural model in accordance with the Basic Rules of State educational standards.

To determine the professional competence of the future elementary school teacher, we will focus on some research devoted to the study of this concept. In studies where professional competence is studied as a pedagogical problem, the characteristics of the teacher are mainly analyzed. The level of study of the problem is a sharp increase in globalization in society, reforms in the educational system on a global scale are active in this process improving the methodological training of teachers, who are participants and practitioners, requires the development of professional competence. To do this, it is necessary to study the scientific and theoretical views advanced by pedagogical and methodological scientists on the formation of teacher competence in World Science, the development of their professional competence by improving the methodological training of teachers. Scientific issues of improving the pedagogical activity of teachers in foreign countries Martha Ruiz-Corbella, Cropley A., Benjamin Crowel, John Dirk Walecka<sup>4</sup>, D.Researched by Schaeffer<sup>5</sup>. Scientific research dedicated to the development of methodological training of teachers in the CIS countries G.V.Abramyan, K.Angelovski, R.S.Arefyev, O.R.Badagueva, V.V.Davidov, M.V.Seliverstova, V.D.Conducted by the shadrikovs. Within the framework of the study, we also analyzed several scientific research works carried out by scientists of our country on the development of professional competency skills and methodological training of teachers.

The analysis carried out on the problem of the study shows that teachers are taught by the pedagogical scientists of our country on the issues of improving professional methodological training, developing professional competence. Artikbayeva pedagogical foundations of improving professional competency skills of teachers of school mathematics in the process of professional development, ways of improving the methodological training of a teacher of mathematics in the means of developing education, N.A.Muslimov issues of formation of professional competence of future vocational education teachers, G.E.Karlibayeva improved the methodological training of future physics teachers, I.Y.Rakhmonov technology for the development of methodological training of students in the process of teaching geometry, M.I.Toshpolatova improving the methodological training of future primary school teachers, T.T.Shaymardonov<sup>18</sup> system of content, indicators, infrastructure, software and methodological support, formation of information resources for the organization of monitoring of the activity of professional competence and training of pedagogical personnel, D.O.Khimataliev professional on the basis of the integration of pedagogical and technical knowledge. Today, in the process of implementing the requirements of the "education law", the training of highly qualified pedagogical personnel is put on the agenda as an important problem. Therefore, from these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, owners of various industries is considered urgent problems.

Among the conditions that guarantee the perfection of a person of a new model recognized by the law, his development as a person of deep knowledge, his perfection, the teacher, as if his own methods and rules of psychology were insufficient in applying professional-methodological competence to educational and educational processes. Accordingly, the younger generation assumes, from developmental trends in educational periods, the acquisition of new teaching technologies by the educator and the study of how much mental and intellectual abilities are influenced by him, as well as the harmonization of methods in psychology with didactic methods. To do this, the prospective teacher is required to have a high level of

methodological competence, especially socio-psychological competence associated with the ability to correctly assess the psychology of the educator and educator in different conditions.

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