

IMPROVING CORE COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS THROUGH AN INTEGRATIVE APPROACH

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Abstract: This article analyzes the theoretical foundations of the integrative approach to ensuring the professional-gnostic training of teachers. Professional-gnostic competence is an important pedagogical concept, including the teacher's ability to acquire knowledge, analyze it, and apply it in practice. The article includes the main components of this competence - professional-gnostic training, the formation of such skills as the teacher's cognitive activity, analysis, synthesis, generalization, and problem-solving. The possibilities of using problem-based learning, reflexive pedagogy, interactive methods, and information technologies in the educational process are considered.

Keywords: professional-gnostic, competence, integrative approach, teachers, education, theoretical analysis.

Introduction

The system of primary education today is developing in accordance with changing social demands and modern innovative approaches. This situation necessitates a new approach based on updated requirements for the professional training of future primary school teachers. Professional-gnostic training encompasses the formation of a teacher's cognitive activity, analysis, synthesis, generalization, and problem-solving skills. This type of preparation reaches a high level of effectiveness, especially through the application of an integrative approach.

1. The Essence of the Integrative Approach

An integrative approach implies the teaching of interrelated disciplines in a unified manner, combining psychological, pedagogical, and methodological aspects. It ensures the integrity of the cognitive process and the interconnection between theoretical knowledge and practical skills.

This approach directs future teachers toward personal development, social adaptation, and professional resilience.

2. Structural Components of Professional-Gnostic Training

Professional-gnostic training includes the following components:

Cognitive activity skills (analytical and reflective thinking);

Methodological thinking (understanding and applying interdisciplinary relationships);

Information processing and selection skills;

Creativity and decision-making ability;

Readiness for self-development and self-assessment.

3. Pedagogical Directions

Using integrated learning tasks in the classroom;

Applying activity-oriented and problem-based learning methods;
Encouraging cognitive activity through the principles of developmental education;
Conducting trainings aimed at developing metacognitive skills.

4. Psychological Directions

Forming internal motivation in students;
Encouraging independent thinking and decision-making;
Developing emotional and intellectual potential;
Promoting reflection and self-evaluation culture.

5. Final Goal

Through the integrative approach, future primary school teachers develop deep knowledge, broad thinking, and the ability to make independent and responsible decisions. This, in turn, ensures their professional efficiency and supports the individual development of pupils.

V.K. Yelmanova defines a teacher's gnostic skills as "the ability to analyze, observe, compare, classify, generalize, transfer skills to new situations, and make corrections to activities based on this process."

Literature Review

The personal component of gnostic competence is viewed within the framework of the personality-activity approach to education, which was reflected in the works of A.N. Leontyev and B.G. Ananyev.

According to their views, a person acts as a subject of activity, forming and transforming both their activity and communication in the process of social interaction.

The person-centered approach was defined by S.L. Rubinstein as follows:

> "All human psychology is the psychology of personality, because, firstly, any individual features of mental processes are determined by the general characteristics of personality; secondly, no mental function develops separately—it is connected with the overall development of the individual; thirdly, psychological processes in humans become consciously controlled actions aimed at solving life problems."

The foundations of the personality-oriented approach are also reflected in V.S. Bibler's concept of dialogical culture, which emphasizes the universal importance of dialogue as the basis of human consciousness.

> "Dialogical relations encompass all forms and manifestations of human speech and life relations, giving meaning and significance to everything... Where consciousness arises, dialogue begins."

In this research, the ideas of the personality-activity approach rely on the views of E.V. Bondarevskaya and I.S. Yakimanskaya, who stress that the learner, with their motives, goals, and psychological characteristics, must be at the center of education. The teacher, accordingly, should define the educational objectives based on the learner's interests, knowledge, and skills, directing the learning process toward personal development.

The personal component of gnostic competence includes a number of qualities essential for forming gnostic competence in students.

B.G. Ananyev considers the ability to analyze, evaluate, and make corrections as an indicator of a person's adaptive behavior—the capacity to perceive necessary information and make decisions consistent with moral norms and the interests of others.

G.I. Khozainov includes in gnostic competence the readiness of an individual for interpersonal communication, understanding and analyzing the behavior of participants in the pedagogical

process, and adjusting one's own behavior accordingly. This implies the formation of social-perceptive qualities in future teachers.

According to A.U. Kharash, social-perceptive qualities form part of the communication process and are associated with the integration of individual participants into a joint subject of activity.

He emphasizes:

> "Interpersonal perception thus becomes a process that unites individual subjects into a single subject of activity—the collective."

Therefore, the analysis of psychological and pedagogical literature indicates that the development of students' gnostic competence requires the deliberate formation of social-personal competencies—such as critical self-assessment, moral decision-making, and the development of social-perceptive abilities.

Discussion

Today, many teachers working in the education system deeply understand the relevance of pedagogical mastery in the teaching and learning process.

Therefore, they strive to continually improve their qualifications, master modern knowledge and advanced experiences, and approach their professional activities with creativity.

Arousing interest in the teaching profession among future educators is directly linked to their pedagogical activity.

Communication, as one of the most essential components of human life, is present in all professional fields. However, for certain professions—such as primary school teachers, doctors, and artists—communication is not merely a companion to professional activity but becomes its central and defining category.

In such cases, communication is not a simple act of interaction but a key factor in professional success.

In pedagogical activity, communication serves as a functional means of teaching and upbringing, requiring the teacher to master the laws, conditions, and functions of pedagogical communication, and to possess communicative skills and culture.

The professional activity of a primary school teacher consists of non-standard solutions and unique pedagogical situations that demand creative responses. Although such situations may appear similar, every teacher's action is distinctive and original.

The creative pedagogical activity of primary school teachers includes:

Creative approaches to studying and understanding pupils;

Creativity in systems of mutual cooperation with pupils;

Creativity in direct influence on students;

Creativity in managing one's behavior and conducting communication consciously;

Creativity in organizing interpersonal relationships with pupils.

In the context of modern social, cultural, and educational development, future primary school teachers feel the urgent need to design the content of education on humanistic principles and to seek and apply new organizational forms and innovative technologies of teaching.

Conclusion

It is necessary to compare traditional and non-traditional teaching methods and organize lessons in accordance with modern educational requirements.

In our country, training qualified personnel, including highly skilled primary school teachers, has always been a top priority. In recent years, this process has been significantly enriched by drawing upon international experience grounded in the principles of the national ideology of independence.

The development of scientific understanding of integration processes has also actualized the concept of convergence (from Latin convergo — “to bring together”) in various fields of social life.

Researchers note that the evolution of scientific progress has moved from narrow specialization to interdisciplinary interconnections, then to the dominance of sciences, and ultimately to the necessity of integration between sciences.

This process is not a simple mechanical combination but rather a synergistic interaction and mutual integration.

In education, the convergent strategy emerged from the need to find real strategic alternatives to the traditional model of teaching, based on socio-cultural needs.

The main challenge is to maintain a dynamic balance between integration and differentiation in the educational process.

The convergent strategy is considered highly effective in solving this issue, as it requires harmonizing all structural and content components of education to achieve the highest possible quality.

In higher education, the convergent strategy surpasses the previously existing models of “fundamental–applied” or “science–technology–practice” cooperation, providing opportunities for the integration and mutual transition of scientific and technological directions.

At the same time, it must be emphasized that unless the worldview, personal responsibility, and professional attitude of primary school teachers, academic staff, and educational administrators change fundamentally, the effectiveness of reforms in higher education will remain limited.

Implementing such large-scale reforms requires that educational and research institutions operate in accordance with new standards and expectations.

Consequently, the success of these transformations depends on discipline, responsibility, and personal commitment from every individual involved.

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