



**"MECHANISMS FOR ENHANCING THE PROFESSIONAL-METHODOLOGICAL
COMPETENCE OF PROSPECTIVE PRIMARY SCHOOL TEACHERS"**

Khadicha Mukhammadiyeva Karomatovna

Associate Professor (PhD), Department of Primary Education Pedagogy

Faculty of Primary Education

Nizami Tashkent State Pedagogical University, Republic of Uzbekistan

Email: xadicha20182020@gmail.com

Shaydullaeva Sarvinoz Uktam Kizi

Basic doctoral student of Tashkent State Pedagogical University

Email: sarvinozshaydullayeva99@gmail.com

Abstract: An innovation- and creativity-based education system serves as an effective means of fostering societal development.

Assessing the impact of factors that contribute to the development of creativity in prospective primary school teachers, improving the methodological system for organizing creativity-oriented educational activities, and designing pedagogical technologies grounded in creativity have become pressing issues.

Keywords: creative, creativity, professional creative competence, innovative approach, quality of education, creative thinking, creation, implementation of innovations, art, artistry, outcome of creative ability, constructive original thinking, principles of creativity development.

In the global context, creative technologies aimed at developing the professional-methodological competence of prospective primary school teachers in literacy instruction have been integrated into the educational process.

Systematic work is being carried out on implementing innovative directions for training competitive specialists based on a competency-based approach, applying diverse forms of teaching, and introducing mechanisms for developing the professional pedagogical preparation of future primary school teachers into practice.

In higher education institutions worldwide, scientific research is being conducted to ensure the quality of professional-methodological training of primary school teachers, to model and design the educational process, to improve professional training, and to develop professional qualities and competencies. In this regard, attention is being paid to teaching the mother tongue and providing vocational preparation for prospective primary school teachers in accordance with international qualification standards, elevating the quality of education to an international level, diagnosing the level of literacy skills development, introducing modular education, enhancing social communication skills, and identifying the professionalism of primary school teachers.

In our country, the legal and regulatory framework has been created for developing the professional-methodological competence of prospective primary school teachers, organizing the educational process in primary schools through the use of information technologies, and training competitive specialists by developing professional competencies.

The task of "further improving the system of continuous education, expanding the availability of quality educational services, and continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" has been identified as a key priority. As a result, the pedagogical possibilities for improving the professional-pedagogical activities of future primary school teachers based on a competency-based approach and modern pedagogical technologies have expanded.

At present, significant changes have occurred in primary education. In the 17th century, there were insufficient educational institutions in Europe, and the level of education was low. In 1642, the "Gotha School Regulations," which became the basis for the curricula of primary schools in Germany, were developed.

According to these regulations, education was structured into lower, middle, and upper levels. The first two focused on teaching catechism (a brief statement of the Christian faith in question-and-answer form), the mother tongue, arithmetic, and church hymns; in the upper level, customs studies, natural history, and local geography were added.

Children were admitted to lower classes from the age of five and studied until they passed their examinations, but not beyond the age of fourteen. However, there was a shortage of professional teachers in schools. Only at the end of the 17th century in France was the training of teachers organized at the Saint Charles Seminary, which was intended to produce no more than 20–30 teachers annually.

John Amos Comenius regarded the school as a place where "youth are nurtured in the virtues of kindness." Negligence toward teaching and disregard for educational duties were strictly punished. For each class, Comenius sought to design tailored instruction. He enriched teacher preparation with methodological guides, such as his book *The Visible World in Pictures*, which corresponded to the primary principle of teaching in primary school—the principle of visual instruction.

Comenius's insistence on conducting lessons in the mother tongue was also of fundamental importance for that era. The specific nature of a prospective primary school teacher's activity requires close attention to the concepts of "learning activity" and "education."

Education is expressed in and based upon "active gnostic (cognitive) activity" with the aim of "acquiring specific knowledge, skills, competences, behavioral patterns, and types of activities."

In a narrow sense, teaching and learning activities are interpreted as the leading type of activity characteristic of early school age. The control and assessment methods employed by the teacher serve not only as means of encouraging the learner's academic performance, but also as factors in educating, instructing, and developing the individual. The teacher thus plays a dual role—not merely as a transmitter of knowledge, but also as an educator and mentor who embodies the culture and experience of past generations for the learner.

As a result, learning activities become not only acts of instruction, but a full-fledged pedagogical endeavor with formative, educational, and developmental dimensions that shape the learner's personality. An analysis of the fundamental definitions of this field in both traditional and modern pedagogy leads us to key concepts such as "pedagogical activity," "pedagogical process," "teaching," "instruction," and "education."

For example, V.A. Slavenin defines pedagogical activity as "a specific type of social activity aimed at transmitting the accumulated culture and experience of humankind from the older to the younger generation, facilitating their personal development and preparing them to fulfill specific social roles in society." When carried out by specially trained individuals and institutions, such activity is referred to as professional; otherwise, it is termed general-pedagogical.

The aim of pedagogical activity is to nurture a fully developed personality. This aim is a historical and dynamic phenomenon. The functional unit of pedagogical activity is the pedagogical act. According to the researcher, the main types of pedagogical activity are educational work and teaching.

Educational work is directed toward organizing the educational environment and managing the various types of activities of learners. Teaching is primarily aimed at managing learners'

cognitive activity. Slastenin describes teaching as “a specific cognitive process managed by the teacher” and views it as a method of organizing the pedagogical process.

Thus, genuine teaching is, in most cases, a form of professional pedagogical activity that requires skills no less important than those used in educational work. Within the professional-methodological preparation of a prospective teacher, educational skills are considered primary, while instructional skills are closely integrated with them. Teaching mastery, therefore, is the unity of instructional and educational skills.

It follows that the essential functions of teaching (educational, formative, and developmental) and the content of the teacher’s activity consist in guiding learners’ active and conscious cognitive activity. Organizing the pedagogical activity of prospective primary school teachers serves to increase their responsibility toward professional self-development, ultimately leading to the preparation of highly qualified personnel and the enhancement of professional capacity.

I.A. Zimnyaya sees the essence of pedagogical activity in the integration of education and instruction, as well as in the teacher’s effectively coordinated interaction with the learner:

“Pedagogical activity represents the teacher’s educational and instructional influence on the learner, aimed at their personal, intellectual, and activity-related development, serving as the foundation for self-development and self-improvement.”

The tools of pedagogical activity serve to provide learners with scientific and practical knowledge. Didactic methods constitute the means of transmitting socio-cultural experience. The product of pedagogical activity is the individual experience formed in the learner, while its outcome is the learner’s personal development.

Addressing the structure of pedagogical activity—separating the independent yet interrelated components of the teacher’s work—yields a detailed description. In modern pedagogy, the pedagogical process is understood as a system of interrelated components:

the goal of activity;

the teacher;

the learners;

the content of activity;

the means and methods of activity;

the outcome of activity.

Within this system, the teacher performs numerous types of activities, referred to in professional terminology as pedagogical functions. While the role of a child’s first teacher was once narrowly understood as teaching the basics of subject knowledge and simple learning skills, today these responsibilities have expanded to match those of secondary school teachers.

The primary pedagogical task is to manage the teaching-educational process, which can be divided into three stages: the preparatory stage, the implementation stage, and the final stage. The preparatory stage involves setting goals, diagnosing, forecasting, designing, and planning. During implementation, the teacher carries out informational, organizational, evaluative, control, and corrective functions. In the final stage, analytical tasks are performed.

Different scholarly approaches distinguish various structural components. A.K. Markova identifies three links: motivational-orienting, executive, and control-evaluative. Similarly, A.K. Dusavitsky distinguishes three main components: (1) designing the self-developing “teacher–child” pedagogical system; (2) directly managing the learners’ development processes in the classroom; and (3) analyzing the concrete outcomes of the learning process, comparing them with the program, and making necessary adjustments.

O.A. Abdullina, in her work, develops the functional approach by specifying the content and types of pedagogical skills in alignment with the distinct forms of teacher–educator work. She identifies the following pedagogical functions:

organizing the learning process and managing learners’ cognitive activity;

conducting extracurricular educational work with learners and guiding their self-education;

conducting socio-political educational work among the population and promoting pedagogical knowledge;
studying and disseminating advanced pedagogical experience, analyzing and generalizing both collective and personal pedagogical practice;
engaging in self-education.

If the third function—linked to the specific historical conditions of national schooling and pedagogy—is excluded, the result is a complete and coherent structure, though not the only possible one.

I.P. Podlasy defines pedagogical function as “the direction in which a teacher applies professional knowledge and skills.” Given that pedagogical work involves teaching, educating, and instructing learners, he argues that “the teacher’s primary task is to teach, educate, and develop learners, and to manage these developmental processes.” He sees the essence of pedagogical work as managing all the processes involved in human development.

The teacher’s work can be described as pedagogical management. If pedagogical management is the teacher’s main function, it can be expressed in other, more specific functions: goal-setting, diagnostic, prognostic, designing, planning, informational, organizational, evaluative-control, and analytical. All of these are aimed at implementing a “pedagogical project,” understood as any purposeful pedagogical action. The implementation of each function leads to specific results: in the preparatory stage—goal, diagnosis, forecast, design, and plan; in the implementation stage—information, organization, evaluation, control, and adjustment; in the final stage—the completed result.

The variety of functions a teacher performs, as researchers note, reflects the presence in their professional work of many other professions: manager, director, actor, scientist, analyst, and more.

I.F. Kharlamov lists eight types of pedagogical activity within the educational process:

- a) diagnostic;
- b) prognostic-orienting;
- c) constructive-designing;
- d) organizational;
- e) informational-explanatory;
- f) communicative-motivational;
- g) analytical-evaluative;
- h) scientific-theoretical.

When the content of pedagogical activity changes, the teacher may take on new roles—such as becoming a class mentor—while the content of their functions is likewise updated.

They consist of five functions:

- a) cognitive-diagnostic;
- b) organizational-motivational;
- c) general-integrative;
- d) coordinating;
- e) personal-developmental.

The shift of focus from learning and cognitive activity to educational (formative) activity is, as is well known, reflected in the functional requirements for teachers.

The main distinctive features of a professional function are as follows:

Relative autonomy — each professional function ensures the solution of a specific task within pedagogical activity and is defined by an independent system of certain principles;

Direct interconnection with other professional functions within the pedagogical process — no function can be excluded from the entire pedagogical process without reason;

Possibility of organizational delegation — under certain conditions, the performance of a given professional function may be assigned to a specific staff member; however, their work cannot be carried out in isolation from the activities of other staff members performing different tasks.

An analysis of psychological and pedagogical literature shows that the functional model of pedagogical activity consists of three components:

Gnostic and cultural-informational component — related to the worldview, methodological, and axiological aspects of teaching, upbringing, and education;

Organizational-practical component — subordinated to the logic of communicative interaction between the teacher and learners;

Auxiliary component — ensuring the initiation, course, and completion of pedagogical interactions.

The nature and structure of activity are determined by the characteristics of the object with which a skilled teacher works.

Since voluntary labor is considered from the standpoint of both the subject and the object, the object of labor — regardless of normative, subjective intentions, or assessments — defines the structure of the teacher's professional activity.

The objective composition of professional activity includes the following elements: the subject of labor (what the person works with), professional tasks, actions and operations, tools, conditions, and the results of work.

The operations and functions characteristic of a teacher's work are referred to as the object of labor. However, the indicators of the object of pedagogical activity inevitably undergo certain changes in accordance with transformations in socio-economic conditions.

For example, the emergence of innovative schools has led to the transformation of methodological work into scientific-methodological activity, the generalization and comprehension of the new object of mass pedagogical practice, and the development of innovative pedagogical experience that requires systematic scientific study.

The development of schools' social partnerships has resulted in the inclusion of various organizations and institutions as new objects of pedagogical activity. Interaction with these social partners has become one of the new functions of pedagogical work.

It is necessary to distinguish between the objective aspect of labor—psychological characteristics required for its effective performance—and the subjective aspect, expressed by the subject of labor. These characteristics include personal orientation, motives and goals for engaging in a given professional activity, the need for creativity, the degree of professional inclination, job satisfaction, professional self-awareness, professional abilities, type of professional thinking, and others.

In this context, it is important to examine how the subjective-psychological requirements for a teacher's activity—particularly that of a primary school teacher—have changed in the current stage of societal development.

Over the past decades, the transformation of pedagogical activity has been shaped by the formation and development of a market economy in Uzbekistan, occurring simultaneously with the gradual reduction of direct state participation in economic processes. For the education system, the emergence of a labor market and an education market in Uzbekistan has been of particular significance.

The distinctive features of the modern regional labor and education markets include: the representation of educational institutions as commercial organizations; the abolition of the practice of compulsory placement of graduates.

The emergence of the employer as a relatively independent actor in a market economy has generated a fundamentally new form of social demand for education, toward which higher education is now oriented. From the perspective of the education system, one of the most complex issues is that employers, as customers, often limit their requirements to a minimal set of competences, adopting a highly pragmatic approach. Modern employers are primarily interested in ensuring that the graduates they hire are ready for immediate, effective work.

A persistent problem of traditional professional education is that graduates, while formally prepared to undertake professional tasks, are often not ready to perform them in practice. In the

past, this was met with relative acceptance: newly hired specialists with higher education were given on-the-job training, sometimes for a period of up to four years, during which they were mentored, their mistakes were tolerated, and their qualifications were gradually developed. This was considered normal, given the specifics of education, and such transitional gaps were seen as inevitable. However, the scale of these “educational deficiencies” has proven to be significant. Employers began favoring candidates who had already passed through a “supplementary training” stage and were capable of immediately contributing effectively. Overall, employers’ requirements for candidates typically include: relevant work experience; additional specialized knowledge; specific qualification requirements.

As a result, under modern market economy conditions, it is often difficult for a “young specialist” to secure employment. School principals tend to prefer experienced teachers over novice specialists.

In the development of educational content today, the focus is placed on how well pupils’ learning aligns with social demand and what long-term benefits it will bring to them. In primary education, the aim is to foster students’ comprehensive development and mastery of all components of learning activity.

In primary school, pupils acquire essential learning skills, such as reading, writing, and arithmetic, as well as theoretical thinking, elements of cultural speech and behavior, personal hygiene, and the foundations of a healthy lifestyle. Among the skills acquired, a special group of general learning skills can be identified. These include writing skills, characterized by universality, pre-disciplinary nature, wide applicability, and transferability from one learning context to another. Upon reaching a certain stage of development, such general skills—through interaction with other components—form the basis for a crucial new competency: reading fluency.

The modern primary school teacher continuously develops pedagogical mastery and engages in creative innovation. Despite the significant changes in the functional composition of pedagogical activity caused by the above factors, it continues to be formally defined by outdated qualification standards.

Based on document analysis, V.I. Blinov identifies the teacher’s main functional responsibilities as: educator; instructor; organizer of extracurricular activities; specialist able to support families in child-rearing.

According to the researcher, “These functions determine the natural structure of the pedagogical activity standard without limiting the organization of the educational process to any specific form.” Functional analysis has made it possible to determine the scope of modern pedagogical functions of primary school teachers. These include: educational and instructional function; health-preserving function; interaction with parents; independent learning; scientific-methodological work.

Pedagogical functions are realized within the structure of pedagogical activity—through teaching, upbringing, communication, self-expression of the teacher’s personality, and their professional growth. Together, they form a complex structure that shapes the professional competence of the primary school teacher.

The content of these competencies reflects the demands placed on the teacher’s professional activity. The analysis of general professional competencies has made it possible to clarify their content. For instance, psychological-pedagogical competence is understood as mastery of the core, invariant psychological-pedagogical knowledge and skills, enabling: successful resolution of a wide range of educational and instructional tasks within various pedagogical systems; compliance with certain professional-pedagogical requirements regardless of the future teacher’s specialization;

proficiency in diverse forms of assessing educational quality;

the ability to identify and account for learners’ individual abilities in structuring the educational process;

the ability to establish pedagogically appropriate relationships with students, colleagues, and parents;
the creation of a favorable atmosphere within the pedagogical team;
the capacity to design educational processes that are both varied and learner-centered.

Normative-Legal Competence.

This competence encompasses mastery of specific normative relations in the spheres of teacher–learner and teacher–parent interaction, as well as the knowledge and skills necessary to apply key legal documents concerning children’s rights and adults’ obligations toward children. These include the Convention on the Rights of the Child, the International Covenant on Human Rights and Fundamental Freedoms, the Constitution of the Republic of Uzbekistan, and the Law “On Education”. It also presupposes the acquisition of moral and legal norms regulating human relationships with other people, society, and nature, as well as possession of ecological and legal culture.

Reflective Competences comprise the ability to analyze and evaluate one’s own work and learners’ behavior, self-awareness, self-motivation, and self-actualization. They serve as regulators of the teacher’s personal achievements and act as a driving force for professional growth and the enhancement of pedagogical mastery. Reflective competence is directly integrated with specific special competences.

Special competences distinguish the primary school teacher from other educators and require additional study. Their content is defined as follows:

- a) Subject-specific competence – readiness to apply knowledge of the scientific foundations of the primary education curriculum, a positive attitude toward the academic subject, conscious mastery of the necessary set of subject-specific concepts in correlation with the content of learning materials, the ability to comprehend and systematize scientific information in the subject, and the ability to adapt subject content to the capacities of learners.
- b) Methodological competence – readiness to plan, select, synthesize, and structure learning materials for a given subject; readiness to organize various forms of instruction in the subject; readiness to implement activity-based approaches to learning and to organize primary school students’ learning activities; preparedness to apply innovative teaching technologies; and the qualified use of health-preserving technologies in teaching.

Based on an analysis of the specific nature of the pedagogical activity of primary school teachers—who instruct in dozens of different subjects (mother tongue, mathematics, natural science, technology, physical education)—this study proposes a general structure of primary school teachers’ special competences, comprising subject-specific and methodological competences.

The general structure of special competences is interpreted as follows: the proposed framework of primary school teachers’ professional competence should serve as a foundation for forming in students a clear, purposeful understanding of their future professional activity and for designing effective technologies for their professional preparation.

Such an approach to defining the structure of primary school teachers’ professional competence enables its use in developing new educational content, new curricula and programs, and in writing textbooks. It also provides a basis for the development of innovative technologies for training prospective teachers and for reducing the adaptation period of young specialists.

The content of special and methodological competences requires specification in relation to particular subjects within the primary education curriculum. This is linked to the universal nature of the primary school teacher’s pedagogical activity, which involves teaching numerous subjects. Furthermore, the primary school teacher is also a class leader and a constant organizer of the children’s collective, acting as a vital link between the school and students’ parents.

Reference

1. Decree of the President of the Republic of Uzbekistan No. PF-5712 of April 29, 2019, On Approval of the Concept for the Development of the Public Education System of the

- Republic of Uzbekistan until 2030. National Database of Legislative Acts, 29.04.2019, No. 06/19/5712/3034.
2. President of the Republic of Uzbekistan. Address to the Oliy Majlis. Tashkent, 20 December 2022.
 3. Decree of the President of the Republic of Uzbekistan No. PF-5847 of October 8, 2019, On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030.
 4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 390 of August 16, 1999, On Approval of State Educational Standards for General Secondary Education.
 5. Mirziyoyev, Sh. M. We Will Build Our Great Future Together with Our Courageous and Noble People. Tashkent: Uzbekistan, 2017, 396 p.
 6. Shodmonova, M. B. "Issues of Continuous Development of Speech and Thinking in Mother Tongue and Literature Lessons. Continuity of Educational Content." Continuous Education, Tashkent, 2018, No. 4, pp. 3–7.
 7. Qodirova, K. "Method of Assessing Speech Development." For a Healthy Generation, Tashkent, 1998, No. 4–5, pp. 6–7.
 8. Boymurodova, G., et al. Reading Lessons in Grade 3: Methodological Guide. Tashkent: Sharq, 2016, 176 p.
 9. 9 Matchonov, S., et al. Reading Book: Grade 4 Textbook. Tashkent: Yangiyo'l Poligraf Servis, 2017, 266 p.
 10. 10Safarova, R., et al. Literacy Teaching Lessons. Tashkent: Tafakkur, 2012, 144 p.
 11. 11. Umarova, M., et al. Reading Book: Grade 3 Textbook. Tashkent: O'qituvchi, 2018, 216
 12. Muhammadieva, K. (2020, June). "The Idea 'Personal Interests and the Priority of Education' in the Education as One of the Key Factors in Reforming School Education for Upbringing Perfect Individual." Proceedings of the International Multidisciplinary Scientific-Remote Online Conference on Innovative Solutions and Advanced Experiments, p. 22.
 13. Abdullayeva, Sh. A., & Muhammadieva, Kh. K. (2016). "Socialization and Preventive Work with Early Adolescents with Deviant Behavior." *Sovremennoye Obrazovaniye (Uzbekistan)*, (11), 48–53.
 14. Muhammadieva, Kh. K. (2014). "Initial Information on the Development of Arithmetic in the Works of Eastern Mathematical Scholars." *Aktualnyye Problemy Gumanitarnykh i Yestestvennykh Nauk*, (3-2), 230–231.
 15. Tuxtayevna, H. M., Mahkambayevna, E. G. Z., & Karamatovna, M. Kh. "Methodological Bases for the Development of Socially Active Competencies of Future Primary School Teachers and the Improvement of Its Methodology." *International Journal of Health Sciences*, (II), 10646–10654.