



Patterns and Trends in the Competence of Primary School Teachers

Tajbenova D. K

2nd year master's degree Nukus State Pedagogical Institute named after Ajinyaz

(Nukus, Republic of Karakalpakstan)

Abstract: *This article is about the patterns and trends of primary school teachers.*

Keywords: *Teacher, professional development, professional competence, school, regularity, trends.*

Date of Submission: 11-02-2023

Date of Acceptance: 18-03-2023

In modern society, radical transformations are taking place in the political and socio-economic spheres. Reacting to the existing realities, the system of domestic education is also changing, which determines the need for teachers who are able to carry out innovative teaching and creative development of students competently, creatively, professionally.

From the standpoint of the humanistic paradigm, the main value of education is recognized as the ability of the subject to self-realization in professional activity based on creative potential. The effectiveness of the professional development of a future teacher lies in professional competence, the formation of which is facilitated by continuous pedagogical education.

A preliminary study of the problem allowed us to establish the absence of holistic knowledge in pedagogy: about the essence of creative competence; about the natural connections and methodological foundations of professional training that contributes to the formation of creative competence in a student-teacher; about an adequate creatively developing educational space and ways to create it in the modern situation of modernization of professional pedagogical education; about the scientifically grounded logical sequence of the development of the creative competence of the future teacher and the corresponding methodological and technological support of this process.

Consideration of various grounds for creativity in the work of a teacher and the essence of professional competence as an integral characteristic of the personality of a teacher of a modern school allowed us to define creative competence as an integrative professional and personal characteristic of a teacher, ensuring his success in typical and extraordinary pedagogical situations. The structure of creative competence includes general cultural erudition and pedagogical thinking; special professional abilities and skills; creative readiness formed by a complex of creatively significant personal qualities. The close interrelation of structural components characterizes professional and creative competence as a systemic quality.

The teacher, solving countless educational tasks, works in constantly changing circumstances. He has to implement non-standard approaches in his work, mediated by the peculiarities of "objective-subjective creation" in the process of pedagogical interaction with students. Therefore, the professional growth of a future teacher directly depends on erudition in the field of creative

psychology and innovative pedagogy and the ability to mobilize and actualize knowledge in a situation of uncertainty for making creative decisions in a multifaceted pedagogical process.

Regularity as an objectively existing, necessary, essential, recurring connection of phenomena and processes reflects the diversity of their interaction and relationships. When considering the current state of the problem of the formation and development of the creative competence of the future teacher, such stable dependencies as:

- the dependence of the development of the creative personality of the future teacher on the complexity of the socio-economic conditions of society, the existence of different views on the problem;
- the conditionality of the content of professional pedagogical education with the real and potential capabilities of future teachers;
- dependence of the development of creative competence of future teachers on the scientifically based use of psychological mechanisms and pedagogical technologies;
- the dependence of the effectiveness of the formation and development of the professional and creative competence of the future teacher on the uneven mental development of the individual.

As the systematic analysis of the state of training of future teachers has shown, the trends of modern pedagogical education are:

- orientation of educational institutions to improve the quality of training of specialists;
- changing the target orientation of the vocational education system to the formation of competencies;
- the transition from mass, collective forms of student learning to individual, to the development of creative abilities based on self-education, self-development, self-improvement;
- promotion of the priority humanistic orientation of modern pedagogical education;
- appeal to the scientific strategies of creative psychology and innovative pedagogy based on the consideration of domestic and international scientific and pedagogical heritage.

The patterns and trends of modern pedagogical education find their expression in the implementation of the principles corresponding to them.

References

1. Dorovskoy A. I. Didakticheskie osnovy razvitiya odaryonnosti uchashixsya. M.: Rossiyskoe pedagogicheskoe agentstvo, 1998. - 212 p.
2. Markova A. K. Psixologiya truda uchitelya. M.: Prosveshenie, 1993. 192 p.
3. Sokol'nikov Yu. P. Sistemny podxod k vospitaniyu shkol'nikov. M., 1990.