



Formation of Global Competence of the Future Primary School Teacher

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Annotation: This article presents tactical and strategic issues of the formation of the global competence of a future primary school teacher, identifies the direction, organizational forms and methods of training future teachers.

Keywords: competence, teacher, development, modern society, formation, professional efficiency.

Introduction

Modern society and structural changes in the socio-economic life of the country dictate new requirements for the organization of the educational process in a modern school, including at its initial stage. Currently, new theoretical and methodological foundations are required in order to systematically comprehend the personality and activities of a teacher of the 21st century, objectively assess his place in Russian and world society and also identify the degree of his readiness for further reforming the education system. In the new century, such concepts as "globalization" and "global education" are constantly being heard, which acquire special significance in the context of interethnic relations, where much attention is paid to human interaction in world society. John Raven writes: Society needs new beliefs and expectations. But they cannot be developed without regard to personal value systems and the education system, school and social, must take this into account. Those who are interested in the development of competence are obliged to help people think about how organizations should function and how they actually function, think about their role and the role of other people in society [6, p. 74-75].

The nature of pedagogical activity is also changing significantly. The multivariate educational practices implemented in elementary school require teachers to be able to teach children how to acquire knowledge, to shape the learning activity and thinking of schoolchildren. The development of education makes it increasingly important to solve the problem of assessing the professionalism of a teacher, the level of his professional competence, growth prospects.

Main part. A primary school teacher is faced with the task of educating a citizen of Uzbekistan and a citizen of the world: a citizen of Uzbekistan must feel his responsibility to the entire world community, he must take responsibility for the fate of the country. Only in this dialectical combination of two responsibilities can a productive self-actualization of a person who has accepted democratic and humanistic values be ensured. The problem of preparing a teacher for professional pedagogical activity in primary school has attracted the attention of many researchers in the past. At different stages of the development of society, it was solved in different ways, taking into account the needs of practice. We find methodological approaches, practical advice and recommendations for its solution in the works of the classics of pedagogy A.Disterweg, A.S.Makarenko, I.G.Pestalozzi, J.J.Russo, V.A. Su-Khomlinsky, K.D.Ushinsky and other authors.

The issues of the formation of the future specialist's competence and the competence-based approach are presented in the works of such scientists as O.A. Atlasova, V.S. Bezrukova, T.G. Brazhe, Y.V. Vardanyan, I.A. Zimnyaya, A.K. Markova, M.A. Kholodnaya and S.E. Shishov. Despite all the positive experience that has been accumulated in the country in terms of training primary school teachers, today it becomes obvious that the traditional practice of training primary school teachers is not able to meet the increased needs of modern society. Graduates of pedagogical educational institutions have insufficiently formed focus on professional activities to work in the context of global changes that have swept Uzbekistan and other countries of the world. For example, when developing issues of training a future primary school teacher, the issues of globalization and its impact on education are not properly taken into account and practically no attention is paid to the formation of global competence among teachers. This circumstance makes it necessary to give a real analysis of the objective state of affairs and to take a fresh look and evaluate the requirements for the training of a primary school teacher who is called to work in the 21st century.

Pedagogical universities are faced with the task of ensuring a higher level of training for primary school teachers in a modern, globalizing society. Thus, the relevance of the study of the problem of the formation of the global competence of the future primary school teacher for pedagogical activity in modern conditions is due to the presence of a contradiction between the need to pedagogize social conditions in modern society and the absence of state programs for the effective use of globalization processes for pedagogical purposes; the need to form global competence in future primary school teachers and the insufficient development of this issue in pedagogical theory and practice. Taking into account these contradictions, the choice of the topic of the article was made, the problem of which was formulated as follows: what are the pedagogical conditions that ensure the effective formation of the global competence of the future primary school teacher.

The purpose of the article is to determine and experimentally test the pedagogical conditions for the formation of the global competence of future primary school teachers. The most important condition in the formation of the global competence of a future teacher is a holistic approach, which presupposes a holistic pedagogical impact on the professional development of a teacher. The disciplines of the humanitarian and socio-economic cycle form a common culture, interpersonal relations between people, a humanistic attitude to the world around them. The study of the disciplines of the humanitarian and socio-economic block presupposes the formation of the future teacher's readiness to interact with representatives of other cultures, based on knowledge and experience gained in real life and in the classroom, to study various cultures with the aim of a comfortable existence in a multiethnic environment, overcoming the narrow outlook, comprehension of the mutual influence of peoples. This implies the focus of all theoretical and practical cycles of academic disciplines, a special course, extracurricular activities and teaching practice. Each of these subsystems contributes to the preparation of a future teacher at a pedagogical university. The most important components in the formation of the global competence of the future primary school teacher is the formation of their motivational-value attitude, theoretical knowledge and practical skills. In our opinion, global competence is a systemic education, consisting of interconnected internal and external factors and causes of motivational-value, cognitive and operational blocks, which embody: motivational-value attitude of a person (personal qualities that determine the position and professional subject of activity); knowledge that ensures awareness of pedagogical activity, and a set of skills, tested in action and mastered by a person as the most effective. In the structure of global competence, three main blocks have been identified:

- motivational-value-based,
- operating,
- cognitive,

which are interrelated: the formation of a motivational attitude is impossible only on emotions alone, a certain stock of professional knowledge and skills is required. And vice versa, only then a person will be able to effectively apply professional skills if he has developed a positive attitude towards teaching in the context of globalization. At each stage of the teacher's development, the motivational potential of his personality, elements of various components of competence are formed and strengthened, the professional, pedagogical and general educational outlook expands. The motivational-value block includes the following most significant qualities: the willingness of the future teacher to study various cultures in order to live comfortably in a multiethnic environment, overcoming the narrowness of the outlook, comprehending the mutual influence of peoples; readiness and awareness of significant recent advances in psychology, pedagogy, methodology and other sciences; an individual's awareness of pedagogical activity as the most important factor in the spiritual, economic and humanitarian progress of the entire world society. The leading pedagogical conditions contributing to the successful formation of global competence are: the relationship between the content of the motivational-value, cognitive and operational blocks; development and implementation of a model for the formation of global competence, adequate to the real situation and the current level of development; the use of various forms and methods in the practical and extracurricular activities of the future teacher.

Experimental training of the future primary school teacher for work in modern conditions: proved the effectiveness of the application of forms and methods of forming global competence; made it possible to take a fresh look at a certain number of issues related to higher pedagogical education; allowed to follow the process of the formation of the global competence of the future teacher in the experimental and control groups. The positive dynamics of the development of the components of this competence among future teachers recorded in the study testifies to the effectiveness of theoretical development and practice of their implementation. In addition, the results obtained indicate the effectiveness of this model and the correctness of certain contents of the forms and methods of this training, as well as the internal consistency of the system of criteria. Determining the global competence of the future primary school teacher. Thus, the tasks set by us in the framework of this study have been fully completed. Directions of new research can also become the problem of the development of the global competence of the individual in non-pedagogical professional educational institutions.

Conclusion

This article was devoted to theoretical and practical issues of the formation of global competence. A developing society needs modern educated, moral, enterprising people who can independently make responsible decisions in a situation of choice, predicting their possible consequences, are capable of cooperation, an increasingly powerful driving force for the country's economic growth, increasing the efficiency and competitiveness of the national economy, which makes it one of the most important factors of national security and well-being of the country and the world as a whole. An important direction of the article is the use of a holistic approach to the formation of the global competence of future primary school teachers. A harmonious personality can only be formed in a holistic pedagogical process, just as the tasks set by society for an elementary school can only be solved by a teacher who has a developed systemic vision of the pedagogical process as an integral category and a readiness for its implementation. The holistic approach in our study presupposes the integrity of the entire process of training an elementary school teacher with its various subsystems and components at all levels of the hierarchy, a comprehensive account of the internal content and essence of vocational training, the structure and functioning of the system, covering the entire social and pedagogical category of continuous development of an elementary school teacher.

The main tendencies of preparation for pedagogical work in the modern world community can be considered: orientation towards higher education as an indispensable condition for acquiring the teaching profession; complication and strengthening of psychological and pedagogical training; a variety of specializations in training programs; improvement of the system of professional development of teaching staff. Modern society desperately needs competent people who are able to show high adaptability and are ready to solve new problems and adequately perceive progressive innovations, interested in increasing the efficiency of activities, planning the future and ready to take responsibility. We need specialists who are able to accept new concepts of development, providing for the active interaction of members of society. It is important for society that its competent citizens can influence the management system, and that such attitudes take their rightful place in the public consciousness. In recent years, the competence of a teacher has become increasingly important due to the fact that social experience is constantly being transformed, the sphere of educational services is being reconstructed, all kinds of innovative schools, author's pedagogical systems are emerging, pedagogical design and technologicalization of educational processes are becoming the cornerstone, the level of society's requests to a specialist.

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