CHARACTERISTICS OF DEVELOPMENT OF RESEARCH COMPETENTS OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract: The article highlights the features of the development of research skills of future primary education teachers. The author gave his opinion and recommendations on the development of research competencies among students of higher educational institutions.

Key words: primary education, research competencies, development, knowledge, qualification, skill, method, technology, characteristics.

Introduction

In our country, normative documents have been developed to develop the professional competence of teachers to increase the effectiveness of competitive training, created the material and technical base, established joint faculties in cooperation with foreign countries, developed a regulatory framework for the transition to new educational paradigms. The Action Strategy for the further development of the Republic of Uzbekistan identifies "further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with modern needs of the labor market [1]". As a result, conditions were created to provide didactic opportunities for the development of professional competence of teachers.

The main findings and results

The strategic direction of the 70th anniversary of the UN General Assembly is the strategic direction of "Sustainable Development Goals" (SDG) and "Unified European Higher Education (EHEA)". Therefore, the development of professional competence of teachers is one of the important socio-pedagogical tasks.

Problems with the teacher and his professional qualities are reflected in the works of foreign scholars Ya.A. Kamencki, John Locke, I.G. Pectalotstsi, A.Dicterverg. In particular, the great Czech scientist, educator J.A. Kamencki described in detail the essence of the teacher, including the child's love, high morals, knowledge, talents and abilities.

I.G. Pectalotstsi, who took a different approach to this article, completely avoided evaluating the professional qualities of the teacher and focused on his role in improving the education network.

Dicterverg argues that the role of the teacher in education is to know his work, to love it, to like his students. The teacher also emphasizes that children need to have a certain level of knowledge about their individual characteristics, abilities, and style.
of activity. In particular, Dicterverg said: “A good teacher never deviates from his principles of education. The teacher must always work independently in his field. A bad teacher can tell the truth, a good teacher can teach children to find the truth”.

The thinker John Locke considers the role of moderation, diligence, and caution among the most important aspects of teacher psychology in terms of their role in education.

As the successors of the ideas of Western thinkers, such Russian figures as A.I. Gertsen, L.N. Tolctoy, N.G. Chernyshevsky, K.D.

According to A.I. Gertsen, the acocy of a teacher is that they can understand the spiritual world of children and that teachers have moral ability. In his opinion, any teacher needs to have skills and talents so that other teachers can envy him.

Rud pedagogue K.D. Ushincki praised the teacher's personality in the educational process: The most important qualities of a teacher are manifested in the following:

- the character of the teacher, that is, his communication with colleagues, those around him; hic-feeling;
- his ability to communicate with students;
- "The teacher is as close to the students as the parents." Consequently, such qualities determine a teacher's high level of educational skills and, as a result, mature young men and women who serve the community.

Science is part of human culture, and scientific research is part of human activity, which helps a person find himself through his own research. Pedagogical work is initially of a creative research nature. Research skills play an important role in the professional activity of an elementary school teacher, as it is associated with the effectiveness of the educational process, the increase in the quality of education, especially its modernization. In addition, the participation of the primary school teacher in research and experimental activities helps the teacher to develop self-awareness, self-affirmation in the field of education.

In recent years, this work of an elementary school teacher has gained special significance. The emergence of innovative educational institutions, multi-level programs, differentiation of educational processes, the use of different types of education in primary school - all this forces the teacher to reconsider and analyze their pedagogical activities. requires an understanding from the methodological point of view of dialectical system-integral analysis. This implies its consideration in the holistic system of the teacher's professional competence, in the context of the part and the whole dialectic, in the important logical-conceptual and content-functional definition.

In this context, the key, systematic categories of understanding the nature of a primary school teacher’s research competence are, first and foremost, concepts such as “teacher’s professional competence”, “professional competence”, and “professional activity” in context. It is introduced systematically and meaningfully... It is these concepts that form a categorical apparatus of research competence of the primary school teacher as a systemic integral phenomenon. In other words, an understanding of the research competence of an elementary school teacher is
possible only on the basis of an understanding of the nature of a number of general categories that are subjective in nature. These categories include, first of all, the professional qualifications of the teacher. We will first study the definitions of these terms, then we will take a closer look at the professional competence and professional competence of the modern teacher. Prof. John Riven of the University of Edinburgh (UK) defines professional competence as the ability to perform specific actions in a specific subject area and to include a narrow range of subject-specific skills, reasoning, and responsibility for one's actions.

V.D. Shadríkov and N.V. Kuzmina define professional competence as the ability to meet the standards set in a particular profession. K.V. Shaposhnikov defines professional competence as the ability to make informed decisions by mutahaccic in the process of carrying out kacbiy activity.

B.G. Ananev, A.I. Dontsov, N.V. Kuzmina, A.A. According to Derkachs, cacbiy competence is a cognitive component of personality professionalism and is a constantly evolving system of knowledge about cacophonies that allows for high-level cacbiy activities.

Studies have shown that competence is formed in the process of a particular activity and is manifested in a whole that is in harmony with human values. According to L.V. Golish, a competitive mutaxaccic model should consist of the following three components:

1. Vocational competence is a general indicator of an employee's ability and readiness to work in the relevant production area.

2. Social competence is a general indicator that allows the student to successfully operate in the future as a person, reflecting his mastery of general and professional culture, values and norms of society, positions and orientations.

3. Socially important qualities and qualities of a person - general indicators of social qualities and qualities that are important for successful life activity.

Thus, all researchers who study the components of professional competence focus on its multifaceted, multidimensional, and systemic properties.

Hence, professional competence is a combination of research and personal qualities related to the professional activity of the specialist, that is, the knowledge, skills, abilities, and experiences that are sufficient to carry out a particular type of activity. According to the sources, professional skill depends on the immediate abilities and creative self of the person. Kacbi competence is a combination of a person's general and maxcuc education and the knowledge, skills, and abilities he or she acquires in practice.

Professional competence is the most important indicator of a modern teacher's activity. In this regard, this phenomenon has not escaped the attention of researchers. This is evidenced by the diversity of definitions of competence in the modern pedagogical literature. Despite these efforts, the professional competence of the teacher is the leading category of pedagogical theory and practice and does not have a clear definition in the modern pedagogical consciousness.

Given that the process of developing the research skills of an elementary school teacher takes place in the context of lifelong learning (as a particular type of
education), we are faced with the need to define the didactic nature of this process. Only in this case can it be understood as a special didactic space, within which, in essence, the process of continuous preparation for the research role of the teacher takes place.

A didactic concept is a system of rules in which the learning process is designed and implemented. These rules are designed to give him certain purposeful, meaningful, and procedural features so that he can perform the social function expected of education - the formation of a person with a certain type of education.

The formation of an elementary school teacher capable of being a researcher is, in essence, the formation of a researcher-type teacher, a researcher-experimenter. The solution to this problem involves the development of a didactic strategy that reflects the purpose, content, and procedural features of the continuing education process, taking into account the professional characteristics of the primary school teacher.

The peculiarity of the primary school teacher is that he is the first to start the learning process, lays the foundation for the student's learning, and in general, the educational activity determines the norms of behavior in school. The success of teaching school children in later years depends in many ways on this.

In this regard, as noted by AK Markova, it is very important for the primary school teacher not to confuse the assessment of student development and personality. The primary school teacher should develop in students the ability to understand and solve the problem of education, the difference in methods and results of educational activities, the comparison of several solutions, the implementation of different types of self-management, the formation of educational and cognitive motives. (interest in work style, self-assessment). It is important that the primary school teacher believes in this ability of young students, as well as encourages continuity of teaching and learning, which requires the transfer of learning outcomes to secondary school teachers.

The age characteristics of primary school students determine the characteristics of a teacher’s professional competence. It is known that primary school age is a period of open, confident attitude to the teacher, his assessments and feedback, children are still prone to play, emotional and spontaneous. It is important that the primary school teacher takes into account the needs of young students for warm communication and empathy. Therefore, it is required to be able to maintain this feeling and to protect children from spontaneous emergence, to teach young students to empathize with other people. Small school students are willing to make an ethical assessment of the action if you help them differentiate the outcome and intentions of the action. The teacher should also work with parents to explore the children’s capabilities, create homework for the children.

The study and upbringing in primary school as an openness to teaching and educational influences will determine the educational success of subsequent years. Not only the success of students in high school, but also the nature of self-education in later life depends on how the primary school teacher shapes the learning abilities of school students.
However, it would be very simple to talk about the assigned professional role of the primary school teacher and only the functional adaptation to its characteristics. The teacher, as a subject of pedagogical work, makes an individual creative contribution not only to the implementation of pedagogical activity, but also to its development and improvement.

The practical activity of the primary school teacher is the art of teaching and upbringing, which has a creative character and is primarily determined by its high social significance and originality - this is the initial and very important stage of student formation. Second, the process of pedagogical activity itself, based on the interaction of primary school teachers and students, does not tolerate standards and stereotypes. The scope of a teacher's creative tasks can, of course, vary, ranging from the introduction of fundamental innovations in the content, form and method of teaching and educational work, to the solution of various problems arising in certain situations of activity.

The teacher’s creativity is also reflected in the construction of the architecture and composition of his lesson; and how it organizes students' independent work, including in solving learning and cognitive problems; and how he finds the right tone of communication and communication with students.

It should be noted that none of the encyclopedic dictionaries of pedagogy contains the concept of competence and competence. This may be due to the fact that these concepts have not previously been included in the cohab of pedagogical terms and categories.

In the encyclopedia of pedagogy, the concept of competence is defined as follows:

– to have the knowledge, the evidence-based opinion, the caviar of a person in a certain field, which allows to think correctly in a certain situation;

– to be able to use all the possibilities of pedagogy, to be demanding of oneself and one's work, to establish school-family cooperation, to be a master of one's own work, to know the secrets of cohacini in all respects, to be self-developing and to be able to work to one's full potential.

Thus, from the point of view of generality, competence is interpreted as an objective property, a direction of the rights and obligations of the person in charge.

V.I. According to Andreev, competence is an evolving integral indicator that manifests itself in the solution of certain educational, professional and other complex articles, and is the level of preparation of the individual (including positive motivation, knowledge, skills, talents and experience of creative activity).

The analysis shows that the research competence of teachers means that the teacher's professional training meets all the requirements, which means that he has mastered the research skills, competence eca is the degree of mastery of these research requirements, ie the professional and scientific potential of the specialist.

As a result of the analysis, a competent specialist in everyday life is a person who has mastered his craft, conducts research on innovative innovations in the field and is able to apply it in practice, be active in social life, master modern information technologies.
Therefore, the development of research competence of a future primary school teacher is a systematic manifestation of knowledge, skills, abilities and personal qualities that successfully solve the functional tasks that constitute the essence of research activities.

In addition to the above approaches, the content of the described definitions and descriptions show that there are different requirements for mastering the teaching profession and becoming a competent specialist in this field, as well as research components of knowledge, skills, abilities, qualities and scientific significance. A cocycle of formation and development and the need to study separately the processes aimed at this goal.

The research competencies of future primary school teachers are determined by one of the qualitative criteria of their professional activity based on their knowledge and professional qualifications. Therefore, it is important for a future primary school teacher to improve their pedagogical skills, to constantly improve their skills, and in this regard it is important to pay attention to the following aspects:

- to study the mechanisms for determining the purposefulness of the educational process, its scientific relevance and the correct choice of its content;
- determining the quality of education, stages of development, determining the level of development and a clear choice of strategic directions;
- it is necessary to pay attention to the development of alternative camaraderie models of education and upbringing, the development of students' worldviews and the application of technologies for the establishment of relationships based on mutual cooperation.

Pedagogical skill is the synthesis of a teacher's scientific knowledge, skills, methodological skills and personal qualities. Pedagogical skills are a set of personal qualities that ensure a high level of organization of the professional activity of the teacher (humanistic orientation of the teacher's activity, professional knowledge, professional skills and pedagogical technique).

The first condition for the formation and development of research competence of the future teacher, in our opinion, is to provide the learning process with methods and tools to realize the subjective role of students in simulated research activities. The most active formation of students' research position occurs through action in the context of the educational model (modeling the content of future research activities in school using a whole system of forms, methods and tools). In our study, the following methods and tools for implementing the subjective position of students in the simulated research activities are identified:

- reflexive positional discussion, reflexive-analytical communication, reflexive seminars, the concept of "research portfolio self-development", "I am a teacher-researcher in the future", modeling of research situations, training and acocycle trainings for professional growth, research design, projective and imitation games;
- Problem-based management of independent research activities of students;
- Development of innovative methods and technologies of the teacher;
– Provides qualified assistance in the analysis, modeling, design and implementation of the most effective solutions to specific research problems.

– In the management of independent research activities, the research aimed at the formation and development of its research capacity consists of conditions that create its own trajectory of self-development.

An important condition for the formation and development of research competence of the future teacher is the cooperation of students, university teachers and school teachers.

**Conclusion**

In conclusion from the above, it can be concluded that the research competence of the future teacher is reflected in the activities carried out, and if the researcher-student takes an active research position in relation to the activity, it can be implemented if there is motivation. The “I am a future teacher-researcher” motivation allowed me to add to my “live” motivational activities, which included building a trajectory of self-study.

The motivation “I am a future teacher-researcher” will be based on the psychological mechanism of constantly overcoming the internal contradictions between the current level of formation of research ability and some imaginary (modeled) state, resulting in professional height. Such work has led students to understand the importance of forming and developing research skills for their future careers.

**References**


