

**CONDITIONS FOR THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE IN
FUTURE PRIMARY SCHOOL TEACHERS BASED ON A DIFFERENT APPROACH**

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Annotation: The article examines the didactic possibilities of an individual approach in developing the pedagogical professional competence of students in higher education institutions. An individual approach in teaching and upbringing does not imply separating a learner from others for individual instruction; rather, it involves considering special conditions in the formation of certain personal qualities and scientifically understanding the individual psychological characteristics of each learner. In psychology, individual characteristics of a person are understood as the features that distinguish one individual from another. The task of the individual approach is to determine individual ways of development. In individual thinking, knowledge becomes subjective and acquires specific individual features. In the reverse process, individual perceptions and personal opinions gain objective significance, and knowledge is acquired through the interaction of different viewpoints, discussions, and collaborative activities.

Keywords: development of professional competence, synergetics, open dynamic system, didactic conditions.

Introduction. In developing the pedagogical conditions for improving the pedagogical professional competence of students in higher education institutions, it is necessary to determine the following aspects:

- a) implementing the process based on a selected topic aimed at developing students' pedagogical professional competence;
- b) reflecting the content of the topic in educational materials;
- c) stimulating students' academic work on this topic and introducing a certain system of operational thinking, which ensures the purposeful development of the main intellectual tasks taught on this basis.

In addition, the following factors are important in organizing the pedagogical conditions for developing the pedagogical professional competence of students in higher education institutions:

- 1) when determining the content of the topic, it is necessary to consider the requirement of demonstrating the logic inherent in the scientific information of the relevant field;
- 2) when determining the sequence of presenting and mastering the content of the topic, both the logical structure of the topic and the specific characteristics of students' perception of the educational material should be taken into account;
- 3) when constructing the content of the topic, well-known recommendations of local psychologists regarding the purposeful formation of motivation for educational work and the actualization of operational thinking structures should be considered;
- 4) when designing the structure of the topic content, the requirements of the general theory of management should be taken into account;
- 5) when choosing teaching methods, appropriate ways of presenting educational information, the possibilities of information management structures, and the specific characteristics of the cognitive tasks to be solved should be identified;
- 6) when determining the sequence of creating didactic situations that ensure the assimilation of educational information, the hierarchical scheme of the assimilation process should be taken into account.

It should also be noted that pedagogical practice plays an important role in developing the pedagogical conditions for enhancing the pedagogical professional competence of students in higher education institutions.

In modern educational conditions, various approaches to developing professional competencies and their didactic possibilities have been studied. The requirements of modern education, particularly “dynamic changes in the labor market and the increasing demand not only for knowledge and skills but also for personal qualities,” have led to the necessity of organizing education based on a competency-based approach. Consequently, many scholars have studied the problems of competency-based education and developed its scientific foundations. According to M.M. Vahobov, “competency-based education is an educational process aimed at forming competencies in learners that enable them to apply acquired knowledge, skills, and abilities in their personal professional and social activities.”

The competency-based approach in education aims to teach learners to effectively use competencies in various situations encountered in personal, professional, and social life. Particular attention is paid to the ability to apply relevant knowledge, skills, and abilities when faced with unexpected, uncertain, new, or problematic situations. Therefore, during the teaching process of each subject, competencies relevant to its content and characteristics are formed.

Pedagogical scholars have scientifically substantiated mechanisms for developing students’ professional skills based on innovative approaches, and they strive to create innovative educational approaches adapted to the conditions of the socio-pedagogical community and to implement them in educational practice.

In this study, the issues of a synergetic approach in developing the pedagogical professional competence of students in higher education institutions are specifically examined.

The twenty-first century is the century of information and communication technologies, innovations, and discoveries. Under such conditions, modern education should be characterized by its multidimensional nature. Today, it is necessary not only to train specialists capable of working in various fields but also to prepare professionals who can determine promising directions for the development of humanity. To achieve these goals, the higher education system faces the social task of developing new scientific and pedagogical foundations of teaching and introducing more interactive educational methods and approaches. One of such modern approaches in the educational process is undoubtedly the synergetic approach.

The term *synergetics* originates from the Greek word *synergeia*, meaning “cooperation,” and refers to the coordinated and cooperative interaction of elements that form a unified structural system.

In the literature, the essence of synergetics is described more broadly as follows: “*Synergetics is a modern theory of self-organization that studies processes such as self-organization, nonlinearity, instability, global evolution, the emergence of ‘order from chaos,’ bifurcation changes, the irreversibility of time, and the foundations and dynamics of evolutionary processes.*”

Some studies analyze modern education as a synergetic system. In addition, the importance of using a synergetic approach in preparing students for acmeological activity has also been emphasized.

According to the definition given by G. Haken, “*synergetics is the study of cooperative interactions among a very large number of system components that lead to the emergence of stable structures and self-organization in complex systems.*”

The most important condition for activating self-organization in pedagogical activity is the formation of an active educational-pedagogical environment within the system. This implies ensuring the openness and instability of the system as well as the continuous interaction between

its internal elements. When self-organization occurs appropriately within a system, it functions as an open dynamic system. In its development, the formation of an active educational-pedagogical environment occurs through processing information entering the system from various communication channels. Synergetics belongs to a universal methodological paradigm that studies self-organizing phenomena in complex, nonlinear, and open systems and demonstrates an interdisciplinary approach to its objects and subjects of study.

Pedagogical competence forms the basis of a student's professional activity. It provides the foundation for studying many academic disciplines and contributes to the development of worldview, attitudes toward oneself, the environment, and learning activities. When organizing the didactic conditions for developing pedagogical professional competence among students in higher education institutions, the following factors should be considered:

- a) didactic conditions related to obtaining and processing necessary information in a constantly changing society;
- b) didactic conditions that develop competencies enabling effective professional activity in socio-cultural environments, education, development, and independent learning;
- c) didactic conditions that develop scientific competencies enabling students to effectively organize the teaching process.

Thus, it is important to consider the didactic possibilities for developing the pedagogical professional competence of students in higher education institutions. The creation of a sequence of didactic situations ensures, firstly, the hierarchy of the knowledge acquisition process and, secondly, the implementation of appropriate combinations of methods for presenting educational content. It also allows the regulation of learners' mental activity during the learning process, the development of its structural components, and the stimulation of academic work.

During the study of the didactic conditions for developing students' pedagogical professional competence, it was revealed that it is important to create pedagogical relaxation aimed at organizing practical actions corresponding to promising didactic tasks, as well as promoting students' self-development and improvement of their skills and abilities.

Today, special attention is paid to self-development in the educational process, and the importance of self-development systems in improving the innovative competence of future specialists is increasing. In particular, a number of regulatory and legal documents aimed at determining priority directions for reforming the higher education system emphasize raising the quality of training highly qualified personnel who possess modern knowledge, high moral qualities, and independent thinking. These documents also highlight the improvement of the competence of participants in the educational process through self-development.

Based on this, the study improves students' pedagogical professional competence by fostering pedagogical relaxation that encourages self-development, improvement of skills and abilities, and the organization of practical actions aligned with promising didactic tasks.

The analysis of philosophical and psychological concepts shows that at the present stage of the development of scientific knowledge, terms such as self-development, self-organization, self-education, self-motivation, and other concepts containing the prefix "self-" are widely used. The emergence and active use of such terminology indicate a significant shift in philosophical, psychological, and pedagogical thinking. A student's self-development competence can be defined as the ability or experience of realizing one's potential through professional self-determination and the conscious implementation of educational and professional activities.

Working on oneself and engaging in self-development play an important role in developing a teacher's professional competence. Tasks of self-development are identified through self-analysis and self-assessment. Therefore, self-development is a conscious activity aimed at fully

expressing a person as an individual. It presupposes a clear understanding of the goals of activity, as well as the presence of ideals and personal orientation.

Indicators of an individual's innovative competence may include the ability to influence events, manage them, and use them for self-development. The activity of an innovatively competent teacher is primarily personality-oriented and focuses on teaching learners to make independent decisions in problematic situations that may arise in a changing social environment, to solve problems quickly, and to fully realize their abilities based on acquired knowledge. This is because the labor market in the third millennium operates in conditions of strong competition and economic demands, paying special attention to the selection of personnel. Employers evaluate not only the level of knowledge of specialists but also their accumulated experience and their ability to acquire new knowledge through self-development.

The pedagogical professional competence of students is directly related to the skills and abilities developed in them. In other words, professional competence is the acquisition of knowledge, skills, and abilities necessary for carrying out professional activities and the ability to apply them effectively in practice.

V.D. Shadrikov defines the concept of professional competence in two aspects, comparing it with the concept of a "professional specialist": knowledge, skills, abilities, and mastery.

It is known that practical actions corresponding to promising didactic tasks are organized in pedagogical activity. Therefore, creating pedagogical relaxation aimed at organizing practical actions corresponding to promising didactic tasks is important for developing students' professional competence.

In essence, teaching methods are the ways in which teachers organize students' learning and cognitive activities to solve various didactic tasks.

Analysis of the literature shows that the positive role of difficulties in pedagogical activity is also determined by their indicator (diagnostic) function. "The indicator function identifies objective factors that hinder the formation of pedagogical mastery; however, it may also manifest subjectively in the form of self-assessment, revealing increasingly complex aspects of activity for the individual." Therefore, a young teacher who has just begun pedagogical activity should not physically or mentally relax completely or surrender to total calmness. In psychology, this state is referred to as relaxation, which may be evaluated as a negative condition affecting professional activity.

Based on the research and analysis conducted in this study, students' pedagogical professional competence has been improved through the development of pedagogical relaxation aimed at self-development, improvement of skills and abilities, and the organization of practical actions corresponding to promising didactic tasks.

In conclusion, it should be emphasized that the specificity of pedagogical conditions for developing students' pedagogical professional competence lies in their ability to ensure the implementation of the following conditions in the educational process: clear differentiation of educational goals and stages aimed at developing pedagogical professional competence; identification of the specific features of pedagogical mechanisms for knowledge acquisition in relation to these goals; clarification of various cognitive tasks; and determination of methods for presenting educational materials, teaching methods, and organizational forms of instruction.

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