

**THEORETICAL AND METHODOLOGICAL APPROACHES TO DEVELOPING THE
PROFESSIONAL SKILLS AND ABILITIES OF FUTURE PRIMARY EDUCATION
TEACHERS**

Kutliyeva Feruzaxon Yusupovna

Lecturer at the Department of Primary Education and Psychology, Urgench Innovation University, Independent Researcher at UrSU;

e-mail: feruzahonkutliyeva@gmail.com

Abstract

The article examines the theoretical and methodological foundations of developing the professional and creative competence of future primary school teachers. Special attention is paid to the introduction of modern educational technologies, innovative teaching methods, and national pedagogical values into the professional training process. A review of scientific literature reveals various approaches to defining the concept of "competence" and its structure. The importance of developing students' creative thinking, independence, and motivation as key factors in professional development is emphasized.

Keywords

professional competence, future teachers, primary education, creative thinking, pedagogical technologies, innovative learning, educational process, reflection, self-development, competency-based approach, pedagogical activity, national values

INTRODUCTION

The goal of world educational institutions is to comprehensively improve the professional competence of future primary school teachers. For this purpose, modern technologies and methods integrated into the scientific-organizational system of education and extracurricular activities are used. Systematic work is being carried out to implement practical projects aimed at developing key competencies necessary for successful professional activity. This includes the development of educational modules, multimedia resources, and the formation of students' abilities for professional creativity and design. Scientific research is continuously being conducted to study optimal approaches to the development of students' professional competence and intellectual-cognitive activity in the process of teaching specialized disciplines. Within the framework of the educational process aimed at improving the professional competence of future primary school teachers, scientific research is being actively conducted. These studies focus on improving educational technologies, modeling professional knowledge and skills, developing students' innovative potential and professional growth, and the principles of pedagogical collaboration. The ultimate goal is to improve the quality and effectiveness of education. In recent years, significant attention has been paid to developing the regulatory framework for this methodology and implementing prognostic models for assessing creativity at all stages of education. Further development of the continuous education system, increasing the availability of quality educational services, and continuing the training of highly qualified personnel who meet modern labor market requirements have been identified as priority tasks. In particular, the didactic possibilities for improving the methodology for developing the professional competence of future teachers are expanding.

LITERATURE ANALYSIS

Issues of developing the professional competence of future primary school teachers have been the subject of research by such scientists as N.E. Berdikulova, N.A. Abdurahmonova, A.P. Baltamuratova, and others. Z.T. Rakhimov studied the improvement of the scientific and methodological foundations of students' educational and cognitive activity in the context of educational mobilization. The development of cognitive abilities and the training of qualified specialists were studied by D.N. Arzikulova, D. Yuldasheva, and others. Individual aspects of the professional competence of future primary school teachers were considered in the works of A.L. Andreev, V.I. Baidenko, and others, and the organization of students' independent cognitive activity was considered in the works of E.A. Yevseeva, B.D. Elkonin, and others. I.A. Zimnyaya and N.N. Lobanova dedicated their research to developing the professional competence of future teachers in pedagogical universities. In modern higher education institutions, alongside information and educational work, self-governance, and the development of scientific thinking, priority is given to the formation of students' professional competence, which requires a systematic approach. In particular, their knowledge of the content and essence of education with a creative approach to teaching and applying science in practice has been substantiated. Also, today one of the main problems of modern education is to provide creative, objective, and creative assistance to future teachers in their creative and personal development, as well as to prepare creatively thinking individuals for professional work. According to the "Strategy for Modernizing the General Content of Education," the concept of "competence" includes: behavioral, technological, cognitive, motivational, socio-ethical components, learning outcomes, etc. At the same time, it is known that in research, scientific sources, and materials devoted to the implementation of the competency-based approach, there is no universally accepted clear definition of the concept of "competence." In pedagogical theory and practice, as well as within the framework of ongoing research, there is an active discussion regarding the definition and interpretation of students' "competencies." In the context of the modern education system, the development of the professional competence of primary education teachers is positioned as a significant pedagogical problem. Its relevance is directly related to the improvement of the professional training level and the development of the creative potential of teachers, who are key subjects of the educational process. The status of this problem as a pedagogical one is determined by its complexity and multifaceted nature. The foundation for the development of professional competence is the ability of primary school teachers to organize pedagogical activities using innovative methodological approaches.

METHOD

The research methodology was built on a comprehensive study of the formation of professional competence in future primary school teachers. The main body of data was obtained through direct observation, individual conversations, specialized pedagogical diagnostics, as well as through questionnaires and testing. Additionally, the analysis of pedagogical situations arising in classes and the assessment of practical tasks demonstrating the level of students' professional skills provided meaningful information.

RESULTS AND DISCUSSION

The main pedagogical problem lies in the need to create conditions for teachers' continuous self-improvement, their readiness for continuous modernization and adaptation of their professional activities. It is noteworthy that research in the field of enhancing the professional potential of teachers convincingly demonstrates that effective development of creative competence is impossible without a deep understanding and active use of national pedagogical values as the foundation for innovative development.

It is advisable to implement the formation of professional and creative potential by consistently going through the following stages:

1. Building a knowledge base - studying the theoretical foundations underlying professional competence.
2. The formation stage of practice is the creation and implementation of lesson forms that motivate teachers to develop professional skills.
3. Reflective stage - analysis of one's own work in order to identify opportunities for its improvement and determine the directions of growth.

For the formation and development of creative competence in the education system, it is important to consider the traditional pedagogical values inherent in each nation. Using local teaching materials and didactic tools, it is possible to inspire teachers to a creative approach that relies on their cultural roots and historical heritage. The use of national fairy tales, examples of oral folk traditions, and works of art in lessons becomes one of the effective ways to stimulate students' creative thinking. At the same time, the development of teachers' professional competence is a significant task of primary education. For its successful solution, it is necessary to integrate modern methods, innovative technologies, and national cultural values into the educational process. To increase the effectiveness of the pedagogical process, it is necessary to implement a systematic and consistent approach to its organization. Improving the methodology for developing professional competence in future primary school teachers relies on a number of key theoretical foundations. Psychological factors influencing the successful creative development of professional competencies include the correctness of the tasks set, a high level of motivation, the state of cognitive functions, the correctness of thinking, and the strength of character. The effectiveness of applying methods aimed at developing the creative abilities of future teachers is due to the observance of a number of certain conditions. In particular, educational programs should be aimed at effectively and purposefully managing the creative process. Using problem situations is an important tool for stimulating optimal mental activity. The development of creative thinking serves as one of the key indicators of the successful formation of the professional qualities of a future teacher. Professional development is inevitably linked to the development of independence in areas such as self-awareness, reflection, self-determination, and the management of one's own actions. Educational programs are aimed at the development of science and practice, and materials and manuals serve as the basis for transmitting systematized scientific and technical knowledge. The practical component of preparation is aimed at forming universal methods that ensure the necessary skills, communicative, and intellectual abilities for successful professional activity. Such approaches contribute to mastering both general and specialized competencies necessary in various fields of labor. The methods of self-development of future primary school teachers are based on key principles. Special attention is paid to students' personal priorities and self-esteem, which are an important part of professional training. The program is based on focusing on spiritual development and revealing the creative potential of each person, which prepares future teachers for successful and conscious pedagogical practice.

The main objectives are to enable students to better understand the humanistic aspects of creative changes in the world, their impact on humans and the environment, and to recognize the importance of preserving and developing creativity. Within the framework of the new educational model, emphasis is placed on basic skills, abilities, and methods of activity, which become key elements of the content of modern educational standards. These standards should be focused on educational complexes, taking into account qualitative components. In the context of today's reality, the peculiarities and nature of the creative development of professional skills determine the priority goals of their application. Special attention is paid to the development of

professional qualities of future primary school teachers, including the design of curricula, the development of teaching methods, effective management of the learning process, and the creation of the content and technological base of education. The fundamental task is to develop students' creative thinking, professional competence, self-determination skills, self-knowledge, self-management, and self-control. The organization of the educational process is built taking into account the individual psychological characteristics of future teachers and their desire for self-development. The preparation level focused on developing creative potential involves implementing innovative educational programs and pedagogical techniques that contribute to the formation of the teacher's creative personality. Creative education is viewed as a process closely linked to social culture through the implementation of personality-oriented approaches and methods. The most effective way to develop the creative skills of future primary school teachers is to use creative approaches in teaching. Such an approach is built on the principles of forming practical skills through participation in the creative process and obtaining meaningful results. Among the main technological methods of professional and creative learning, the following are distinguished:

- love of learning;
- respectful attitude towards the student as a personality capable of change and creative growth;
- formation of educational thinking through creative activity;
- sincerity, attention, support, and approval from teachers during the learning process.

CONCLUSION

In conclusion, it can be noted that the development of professional and creative competencies of future primary school teachers is a pressing task facing the modern education system. For its successful solution, a systematic approach is necessary, aimed at implementing advanced methods and using innovative didactic materials. A comprehensive approach plays a key role in the formation of professional competence, focusing on expanding educational content and integrating modern technologies. The main components of this process are determining the methodological foundations, principles, and stages of developing the creative potential of future teachers, as well as their effective implementation in training. Such a direction not only contributes to increasing the level of creativity of teachers but also has a positive impact on the formation of creative thinking in their students, which ultimately strengthens the overall success of the educational process.

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