

Studying the Formation of Professional Competences in Primary School Teachers

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Abstract: The article deals with the issue of formation of professional competencies of primary school teachers. The object of research is the process of formation of professional competence of students.

Keywords: pedagogy, competence, professional competence, teacher.

For modern society, along with the processes of globalization and modernization gaining strength, there is also an obvious tendency towards national and cultural identification, the desire of peoples to preserve their ethnic identity. World science interprets this phenomenon as an ethnic revival that puts forward new requirements for education. Education that does not take into account the peculiarities of ethnic identity cannot be modern, therefore, educational work with the younger generation should be aimed at developing a unique lifestyle of the individual.

Educational activity requires a specialist to have broad and deep knowledge in various fields. This is especially true for an elementary school teacher who teaches students a number of different scientific disciplines. Consequently, his general knowledge should revolve in the field of linguistics, literature, mathematics, natural science, history, fine arts, music. This means not only mastery of the content of the academic discipline, but also a broad outlook that allows for a deep analysis of various aspects of the surrounding reality. So, the teacher needs knowledge about the cultural and historical objects and traditions of his city, region, he must navigate the cultural and historical characteristics of the peoples inhabiting the region, be aware of cultural events.

Thus, it is necessary to single out three indicators of the teacher's professional competencies according to the general cultural criterion:

- general education and erudition;
- updating awareness in the field of cultural innovations;
- formed culture of speech.

The content of teacher education is defined as a means of developing language, professional, technological and other competencies that represent a modern model of professional activity of a primary school teacher. The programs of training seminars to improve the qualifications of primary school teachers are designed on the principles of consistency and integration of research, educational, projective, practice-oriented activities that meet the current state of today's primary school and the processes of modernizing the education system in Russia as a whole and in the region in particular.

In the postgraduate professional education of primary school teachers, it is necessary to take into account the need of teachers themselves for flexible and mobile education. Multilevel education provides them with the opportunity to learn not only the cultural and historical traditions and values of the peoples living in individual CIS republics, but also to assimilate the world experience in teaching and raising children, universal human values that unite teachers into a single professional community. The acquired knowledge and experience within the framework of regional characteristics can act as a certain limiter in the activities of a teacher, while the acquired norms and values do not become

guidelines in a changing world and are themselves reassessed. In this regard, it is necessary to revise the content of teacher education in the system of multi-level training of primary school teachers based on the integration of world experience, world values and regional characteristics.

Due to the fact that the culturological foundations of education determine the multicultural environment of education and personal development, it is necessary to prepare a new type of primary school teacher who is able to interact with culture, master culture, act as a bearer of values, a model of behavior of a certain culture and create a new culture of communication of life in a professional environment. and in the teacher-student relationship.

Pedagogical activity is defined not only as a way of self-expression and self-realization, but, first of all, as a way of an individual's active existence. For a primary school teacher, his active existence is associated with the values of the teacher, his competencies, which are aimed at developing the competencies and values of his student. The teacher is always focused in his activities on another person. He affirms the value of any of his students. This reveals the deep meaning of pedagogical activity and the humane value of global education. The development of the value orientations of a modern teacher in the conditions of multilevel education is associated with the fact that in the process of his activity it is supposed not only to interact with the student as a subject of activity, but also to influence the behavior of his "Honored Interlocutor" - the student. In this case, the teacher needs to be guided in behavior by value orientations "as the basis for evaluating objects conscious of the subject" (M.S. Kagan). Since the teacher, according to V.A. Slastenin, acts as "... an active subject, realizing his way of life in the process of professional activity, as a carrier of pedagogical consciousness", then his training should be aimed at mastering competencies that allow him to synthesize the values of different cultures, find common meanings and meanings in linguistic and cultural diversity. Due to the fact that Uzbekistan is a multinational state, the modernization of education is determined by a system-forming factor and is aimed at updating the content of teacher education, which is determined by the means of developing creative abilities, independence and the desire for self-education.

Since it is this aspect of pedagogical activity that is most relevant today.

In our study, the concept of "professional competence" is presented as a dynamic side of the professional training of a future teacher, a characteristic of the course and prospects of his professional growth, professional changes, both motivational and activity.

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