DIDACTIC OPPORTUNITIES FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

Abduvaliyev Abdumutal
Tutor of Jizzakh State Pedagogical University

The competence approach is becoming increasingly important in qualitatively improving the training of specialists in the higher education system. In particular, the development of general cultural, special, professional and personal competencies of future teachers in the field of primary education is relevant, and special attention is paid to organizing the content of education based on international standards. The quality of the educational process is now being assessed not only by the content of the plans and programs, but also by the compliance of the knowledge, skills and competencies acquired by students with the requirements of the State Educational Standard. Therefore, improving the methodology for forming the professional competence of future primary school teachers in pedagogical higher education institutions is considered an important condition for increasing their intellectual potential and effective integration into the education system. The professional competence of a primary school teacher is usually understood as a harmonious set of knowledge, skills, abilities, and personal qualities necessary for a teacher to carry out his or her professional activities at a high level. Researchers note that the professional competence of a primary school teacher includes psychological, communicative, methodological, didactic, self-development, managerial and other components. To be a good teacher, a teacher must have skills such as

planning and organizing lessons, preparing textbooks and teaching materials, communicating, sharing experiences with colleagues, constantly working on themselves, and keeping up with innovations. Thus, the formation of professional competence of a future primary school teacher is a multifaceted process, which requires the integration of professional knowledge and practical skills with personal development. The issue of forming professional competence is widely covered in pedagogical literature, and various approaches and concepts have been proposed. In particular, Laursen (1994) argues that professional competence is a system of specialized knowledge and skills that allows a professional to make effective decisions in the course of professional activity, and it forms the conceptual basis of professional training. In modern research, professional competence is considered as an obligatory component that reflects the level of qualification and training of a specialist, and is not limited to theoretical knowledge and practical skills, but also requires the internal readiness and psychological readiness of a person to effectively apply them in a professional situation. Brent and Meelissen (2008) an elementary school teacher divides the main components of professional competence into five groups: motivational (the need for interest in the profession and self-development), content (knowledge of psychological-pedagogical, methodological, special science and information technology), operational-activity (the ability to practically solve pedagogical problems, creativity, apply pedagogical technologies), personal (qualities such as kindness to children, justice, independence, creative initiative) and reflexive component (the ability to analyze The above scientific approaches help to more fully reveal the structure of professional competence and determine ways to form it. At the same time, modern pedagogical research is looking for effective methods of

forming competence. In recent years, foreign and domestic sources have paid special attention to the introduction of innovative technologies and methods in the training of teaching staff. In particular, scientific research is being conducted to further improve the educational environment and develop the competencies of future teachers by strengthening the integration of theory and practice. This article systematically analyzes the possibilities of didactic approaches and tools in developing the professional competence of future primary school teachers. The aim of the study is to analyze pedagogical approaches and technologies recommended in various sources, identify their didactically effective aspects, and provide scientific conclusions on their application in the process of training pedagogical personnel. The pedagogy of the 21st century requires the implementation of new innovative methods in the educational process. Active and interactive teaching methods play a special role in terms of competence formation. In particular, methods such as problem-based learning, the project method, role-playing and business games, and discussion-dialogue sessions develop students' creative and critical thinking and teach them to make the right decisions in real pedagogical situations. These examples show that innovative methods – tasks that develop critical thinking, games and projects that encourage a creative approach, situations that encourage collaborative search for solutions-are a factor of professional growth not only for students, but also for future teachers themselves. Didactic approaches applied in the pedagogical process are manifested as a tool for the effective formation of knowledge, skills and qualifications of future teachers.

These include a person-oriented (student-oriented) approach. M.M.As Levina points out, the person-centered process of professional education forms the professional competence of a future teacher based on the integration of his

or her personality into professional activity. This achieves the unity of the information-practical and personal goals of the educational process, and the student's educational activity becomes an internal need, that is, an internal motive for knowledge. In other words, when educational situations are created that are tailored to the personal characteristics and interests of students, they become more motivated to learn and strive to master professional knowledge. Scientists working on a personality-oriented approach argue that education aimed at developing the personality of the student (student) is the most effective way to form professional competence.

A practical example of this approach is M.V.Shustova cites – she proposed a project of a learning situation at a pedagogical university that serves the personal development of students, in which the basic technological complex "task–dialogue–game" from mathematics is used as a component of the process. This approach combines dialogic learning and playful methods, engaging students in active thinking and problem solving. According to the results of the study, such conditions, which include problem-creative tasks, communication-based tasks and didactic games, are interesting and effective for students of the pedagogical direction, accelerate the formation of professional skills in them, such as independent creative thinking, correct decision-making in a problem situation. Thus, the widespread introduction of person-centered and interactive approaches to the educational process creates important didactic opportunities for the professional formation of future teachers. In conclusion, the formation of professional competence of a future primary school teacher is a multi-factor and step-by-step process. In this process, it is possible to achieve high results by fully utilizing didactic opportunities, that is, by effectively integrating modern methods and

technologies, stimulating students' personal and creative activity, and integrating them with practice. The scientific conclusions presented serve as a methodological basis for further research in this area and will be useful in determining measures aimed at improving the quality of teacher training.