

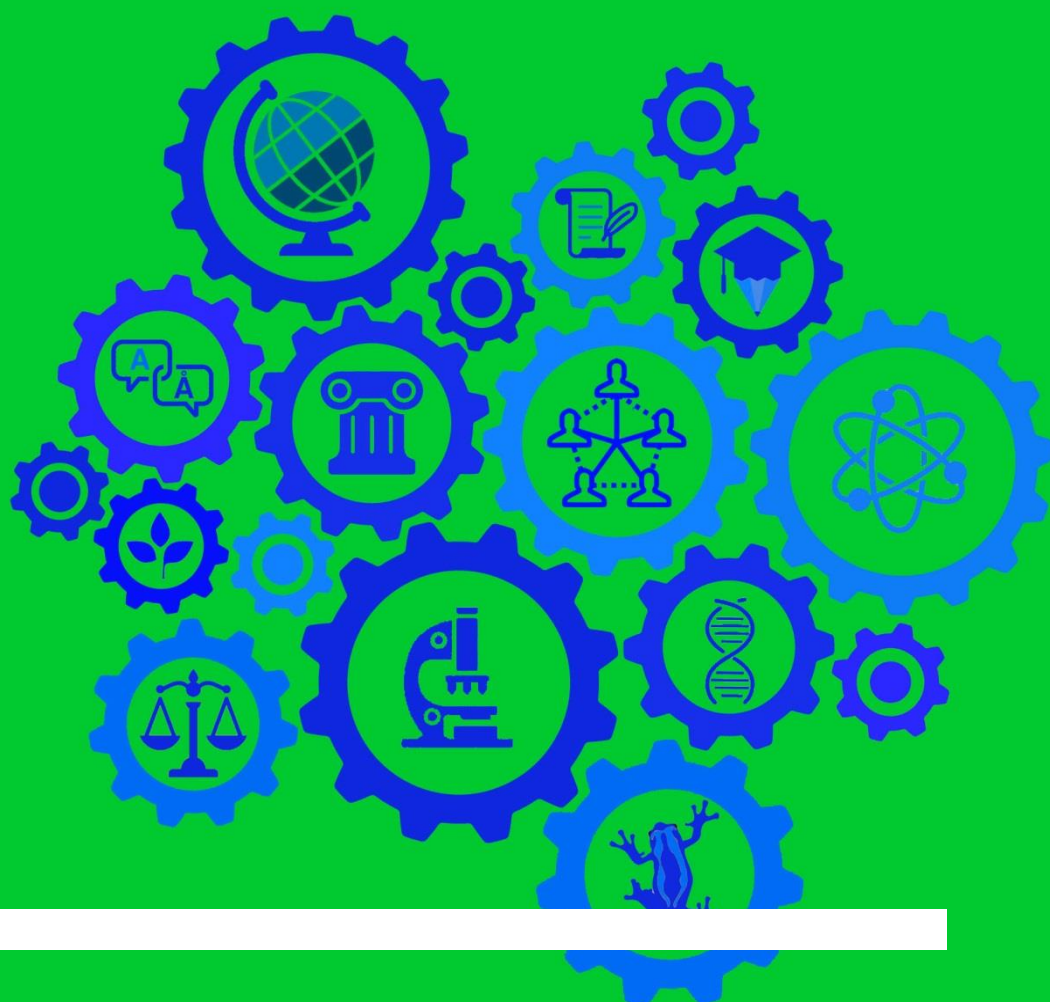
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Formation of pedagogical competencies and creativity in future primary school teachers.

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Abstract.

This paper discusses the aspect of the concept of “creative competence of a primary school teacher, the concept of pedagogical abilities, the conditions for the formation of pedagogical abilities.

Keywords: competence , professional activity , creative abilities , creativity , creative competence , primary school teachers.

Education was inevitably impacted by the changes that have transpired in Uzbekistan over the past few decades. At present, one of the critical components of the professional development of primary school instructors is the enhancement of their preparedness for the implementation of state educational standards. When introducing and enhancing the pedagogical process and enhancing the developmental impact of educational work, it is the responsibility of instructors to ensure that this critical task of the educational institution is resolved. Competence is the outcome of education, as demonstrated by an individual's capacity to address specific challenges in both professional and non-professional situations by employing both internal and external resources. The competency-based approach to the professional training of future teachers is centered on the formation and development of creative readiness and corresponding didactic preparedness in the student-teacher, reflecting the contemporary understanding of the norms and values of the professional activity of a teacher. Nevertheless, the absence of

experience in creative pedagogical work impedes the wish to pursue the path of creativity in their own pedagogical activity. A more significant issue in contemporary education today is the professional development of novice instructors. Who will provide assistance to youthful educators in resolving this issue? It would appear that there is no simpler solution than to seek assistance from pedagogical science and implement its proved results in practice, accompanied by conclusions and recommendations. However, what conclusions and recommendations can contemporary pedagogy draw? When new instructors embark on their independent ascent to the inaccessible heights of teaching, what should they anticipate? Beginning educators require practical information, such as the air technologies of their professional development and progressive development, in order to achieve the pinnacle of pedagogical mastery. Rather, contemporary pedagogy provides them with a wealth of learnt literature that outlines the ideal learning process and the characteristics of an ideal teacher. The authors of these works are genuinely convinced that they have effectively finished the most challenging aspect of the project. And the remaining tasks should be completed by the youthful instructors themselves. As a consequence of this scientific and methodological support, each party maintains its own interests at the opposite ends of the pedagogical globe. What is the reason for the lack of intended alterations in the resolution of this issue over the course of many decades? The following are some authoritative perspectives on the subject. Suggestions I.P.: Pedagogical theory is an abstraction. Additionally, its practical application is consistently of the highest quality. The conclusions of pedagogy are distinguished by a high degree of uncertainty and probability. In numerous instances, it establishes the standard but fails to offer scientific evidence to support its attainment. Slastenin V.A. et al.: "... Our pedagogical science is still significantly behind the pace of life, failing to adequately address the societal changes that are occurring and failing to exhibit social vigilance and courage in the analysis of

contradictions and the development of solutions to urgent issues." Rozanov V.V.:

"We lack a theory of some craft or art, a theory of pedagogy, and a number of didactics and methods." Is this not the backdrop of our endemic missteps, miscalculations, and pedagogical mirages in the professional development of beginning teachers? The causes of our pedagogical challenges are situated on a distinct level. One of the responsibilities of pedagogical education, which is dedicated to the formation and development of the professional competencies of the future teacher, is the revision of the professional worldview, the acquisition of new educational experience, the development of creatively significant personal qualities, and the promotion of creative behavior. The solution to this issue will be the development of an educational program that will contribute to the establishment of a creatively developing educational environment, which is organized in a manner that encourages the creative self-development of the student-teacher. This environment will be saturated with innovative ideas and technologies. The program's didactic component is enhanced by pedagogical circumstances that contain an algorithm for the creative transformation of the future teacher's pedagogical activity and behavior. This is a defining characteristic of the creatively developing educational space. The "personal development" approach (L.M. Mitina) is an additional aspect of the program that aims to cultivate the professional and creative competencies of primary education teachers. Its primary components include knowledge in the field of creative psychology and pedagogy and creative skills. - Creative readiness. The evaluation of a primary school teacher's professional activity is ambiguous, as it can be evaluated from a variety of perspectives: A teacher is a contemporary specialist in the subject of education. From this perspective, the teacher's personality is comprised of two elements: competence and professionalism. A teacher and educator of children of primary school age is referred to as a primary school instructor. A teacher is a bearer of professional pedagogical culture, which is an integrative, personal, and

professionally significant education that includes five components as outlined in the table. Elements of pedagogical culture Teacher activities: Characteristics Component that facilitates communication: A willingness to engage in communication and collaboration with students both during and outside of class. Component that is structural. The coordination of the activities of pupils and their own professional pursuits Perceptual Component The capacity to comprehend the emotional state and motivations behind the student's behavior, as well as the capacity to empathize (empathy). Component that is innovative The necessity for pedagogical research, professional development, and innovative activities Component that is reflexive Self-assessment of one's professional development, recognition of one's professional activity as the primary domain of personal self-determination. After conducting an analysis of the quality of the implementation of the educational process management function by prospective primary school teachers, it is evident that a small number of them are able to effectively manage this function, while a significant number transition to the self-government (self-control) mode. Others encounter substantial challenges in the following areas: the integration of pedagogical responsibilities and the selection of appropriate educational, upbringing, and developmental methods and technologies that are appropriate for these tasks, as well as the management of these processes. - the pursuit of overcoming the constant sense of a lack of personal time. - the comprehension of the purpose of one's professional activity and its alignment with personal needs and interests. - The mastery of the methods for regulating mental states during the workday and afterward, as well as the regulation of mental states of students. - The ability to make independent and timely decisions, such as the selection of goal-orientated and unambiguous situational or long-term priorities. It is important to acknowledge that the teacher's management function is so critical to the teacher's awareness (which, we reiterate, is not yet at a sufficient level in reality) that the priority objective of his professional activity, which is to organize

the educational activity of each child and the life of the student body, is rendered meaningless without it. This is a moment in which the pupil's emotional state and will are managed by restricting certain motives of activity and activating others in order to overcome contradictions and difficulties. Simultaneously, the educator is under constant stress due to the significant number of voluntary endeavors required. Consequently, it is imperative that the educator be capable of promptly alleviating this stress in both himself and the students (i.e., managing the muscular system). In psychology, the teacher's capacity to self-regulate is defined as the capacity to effectively respond to complex pedagogical situations by self-managing mental states and behavior (simpler situations necessitate less management). A teacher who is collaborating with a group of students must possess a comprehensive understanding of the family's formative role and the extent to which this role is contingent upon the value orientations of its members. When one possesses this information, it is possible to anticipate the impact of family relationships on the child's personal development, character, and behavioral responses. The younger student's adaptation period is significantly influenced by the teacher's interactions with parents. The interaction is also influenced by the social demands of society, which necessitate a greater degree of cooperation between the teacher and the family. It is crucial to envision the group as a unified entity, a large family that is united and lives in an engaging manner, in order to foster cooperation between adults and children. This can be achieved by organizing collaborative activities for teachers, parents, and children. General professional competencies, including psychological-pedagogical, normative-legal, and reflective competencies, are essential for all educators. Subject and methodological competencies are classified as special competencies; they guarantee the execution of specific professional responsibilities that are unique to a primary school teacher and enable him or her to be distinguished from other educators. The content of the competencies enumerated is representative of the professional activities of a

primary school teacher, and they are closely interconnected, forming a complex structure. Table—Fundamental professional pedagogical competencies for aspiring primary school educators Proficiency Competencies' attributes Personal qualities include the ability to make independent decisions, the ability to defend the interests of students, the commitment to the profession, the focus on goal setting and goal achievement, mental equilibrium, humanism, personality versatility, pedagogical reflection, and pedagogical culture. Psychological and pedagogical expertise: technological, theoretical, and methodological. - applied pedagogical techniques, organizational, communication, and informational skills; Subject competencies Subject: Creative - encouraging students to be creative - Creating situations that promote student motivation - Independent comprehension and a creative approach to solving pedagogical problems. - Employing unconventional instructional methods, techniques, and methodologies- Conducting experimental research- Research endeavors Methodical: the establishment of objectives and the organization of educational activities; self-control; self-regulation of moral-volitional and other mental states; efficient utilization of one's own time; expeditious and independent decision-making; techniques of covert control of students' consciousness; design, engineering, and implementation of an effective educational process. Therefore, a professional must possess a set of significant professional and pedagogical qualities that enable him or her to most effectively achieve the aims and objectives of his or her professional activity in order to be a holistic personality. The training of primary school instructors is comprehensive due to its emphasis on practical application. Consequently, a graduate of a pedagogical college or university is required to fulfil their professional responsibilities at the master's level.

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