

Article

Features of Improving the Professional Competence of Future Primary School Teachers

Choriyeva Zuhra Tolib qizi¹

Independent researcher at the National Pedagogical University of Uzbekistan, Associate Professor of the IPU

zuhrachoriyeva5975@gmail.com

Article information:

Manuscript received: 05 Feb 2026; **Accepted:** 16 Feb 2026; **Published:** 14 Mar 2026

Abstract: This article analyzes the theoretical and methodological foundations of forming and improving the professional competence of future primary school teachers. Based on the Constitution of the Republic of Uzbekistan, the Law "On Education", the "Education Development Concept until 2030", and other regulatory legal documents, the article highlights the urgent aspects of teacher training. It examines the formation of professional competence through effective methodological approaches aimed at strengthening the theoretical knowledge and practical skills of prospective teachers.

Keywords: primary school teacher, professional competence, educational process, methodology, pedagogical skills, innovative approach, regulatory documents, professional development.

Introduction

Today, in the Republic of Uzbekistan, further development of the education system, improvement of its quality, and the training of personnel who meet modern requirements have become one of the priority tasks of state policy. In particular, the issue of forming and improving the professional competence of future primary school teachers is gaining particular importance. A teacher is not only a transmitter of knowledge, but also an educator, a representative of culture, and a leading figure who determines the spiritual and moral direction of society. Therefore, the prestigious role of teachers in society and their socio-legal status are constantly under the attention of the state, and normative-legal documents aimed at supporting their professional activities have been developed[1].

Article 50 of the Constitution of the Republic of Uzbekistan guarantees the right of every citizen to receive quality education, and state programs and conceptual documents such as the Law "On Education," the "Concept for the Development of Education," the "Development Strategy of New Uzbekistan," and the "Concept for the Development of Education until 2030," which define the legal foundations of the education sector, are aimed at improving the quality of the education system and continuously enhancing the professional qualifications of teachers[2].

The status of teachers in society and their professional position are highly esteemed. A teacher is the fundamental pillar of societal development and a person who plays an important role in the spiritual and cultural advancement of the nation. A teacher not only provides knowledge to the younger generation but also makes an invaluable contribution to shaping their spiritual maturity, patriotism, national values, and modern worldview. President Shavkat Mirziyoyev, in his speeches on education, describes teachers as the most highly respected individuals in society and repeatedly emphasizes that their professional potential and role are decisive factors in educating the younger generation and developing

our country. Increasing the social status of teachers, improving their material and moral conditions, and supporting their professional activities have been defined as priority directions of state policy[3].

Literature Review

In pedagogical literature, there are many views on the issue of necessary conditions. V.P. Bepalko included the following components in defining pedagogical conditions: in order to achieve maximum results, it is necessary to use potential resources within these conditions that are organized and regulated within the framework of the research[4].

According to R.A. Mavlonova, pedagogical conditions are a part of methodological activity. In it, the educational process is carried out on the basis of theoretical developments and the necessary support.

U. Masharipova emphasizes that in the educational process, methodological support covers important aspects of increasing qualifications and professional literacy based on programs and methodological materials, as well as professional and pedagogical interaction in the direct working mode of the field of activity[5].

The well-known scholar N.A. Muslimov considered that this type of activity serves to improve the professional competence of teachers. Considering methodological work from the perspective of the national system for improving teachers' qualifications, he emphasized its priority importance[6].

The methodological work necessary for improving the professional competence of future primary school teachers in higher education has the following advantages:

Methodological work aimed at improving the professional competence of a future teacher in a higher education institution integrates the objectives and functions of the object and subject into a unified whole, taking into account their interdependence[7].

Studying the activities of a higher education institution in the process of methodological work through a longitudinal analysis of teachers' personal changes reveals the hidden mechanisms of achievements and problems, and optimizes the process of developing teachers' qualifications[8].

It helps future primary school teachers to master modern technologies necessary for improving their professional competence and facilitates the exchange of experience.

It reveals the creative potential of future primary school teachers and guarantees cognitive activity that contributes to achieving optimal results[9].

In our opinion, the pedagogical conditions in higher education institutions are an excellent means for establishing emotional and personal connections in shaping the professional competence of future primary school teachers. Information resources and methodological support that regulate the development of the professional competence of future primary school teachers are necessary. Only through a systematic, scientific approach in the conditions of continuous education is it possible to achieve effective results in professional activity[10].

The well-known scholar N.A. Muslimov, analyzing the pedagogical conditions for the professional formation of future teachers, draws attention to their importance in the educational process:

- proportionality of the relationship between actions and costs;
- the presence of consequences and side effects, including negative (unplanned);
- compliance with ethical norms and professional standards;
- the search for optimal algorithms to achieve the goal.

Based on the above, we understand it as a systematic process aimed at determining the existing level of professional training of future teachers and the results of their activities

in accordance with established standards, including as a means of professional growth and development[11].

In order to perform professional tasks effectively, it is necessary to increase the motivation of each future teacher, as well as to encourage them to achieve results. We can conclude that improving the quality of activity is directly related to external motivation and is reflected in the value-motivational component of teachers' professional mastery[12].

According to L.B. Axmedova, the development of the psychological and pedagogical preparedness of a future teacher and the stimulation of self-development is the third condition for the formation of professional competence. The concept of self-development is recognized in psychological and pedagogical sciences as a fundamental necessary factor and is considered in the conditions of continuous education for improving professional mastery. At the same time, views on its content are changing and a new direction is actively developing[13].

In our research, we focused on improving pedagogical mastery through proven active methods and forms of teaching. This type of work includes the empirical acquisition of knowledge in the process of activity. It is active and is independently managed and ensured by the teacher:

studying new professional experiences and widely using innovative educational technologies;

the teaching system of the relationship between scientific substantiation (theory) and practical application;

it should serve as the result of stimulating influences and a mechanism of independent self-development.

The concept of self-development is characterized as continuous work on oneself, self-improvement, and the development of personal qualities. A teacher who feels an extraordinary need for self-development sets new goals, understands new knowledge, and turns the transition to new levels in personal and professional activity into the meaning of life. Studying the definition of self-development leads us to the concepts of self-knowledge, self-perception, and self-awareness.

N.N. Azizxo'jayeva determined the structure of the process, including independent analysis, planning, organization, control, and correction. Emphasizing a particular fact, the teacher strives to find an explanation for it, as well as to assess how it is related to his or her personality and professional activity. The analysis of mistakes and the generalization of experience help to correct and optimize the professional development plan in a timely manner[14].

According to Z.Sh. Qarshiyeva, as a condition for the effectiveness of psychological and pedagogical influence, the programmatic impact on professional activity develops the teacher's reflective culture through the organization of exercises in a defined order. At the same time, the researcher has the opportunity to identify the prominent aspects of the teacher's professional activity from psychological and pedagogical perspectives, the level of formation of their reflective culture, and the possibility of stimulating external factors.

R.X. Djurayev emphasizes that the multifunctional educational process has several objectives:

- a) feedback: this activity includes linking the entire process together, reflecting and understanding it, evaluating achievements, and analyzing failures;
- b) pedagogical correction: searching for ways out of problematic situations and possible solutions;
- c) motivation: stimulating teachers' activities and maintaining professional interest;
- d) control: monitoring the progress of the lesson and using educational and organizational influence.

The formation of professional competence, the creation of a favorable environment, and the application of necessary psychological influence for teachers of specialized institutions for minors ensure the implementation of a number of conditions.

In our work, we use training as an interactive form of education for the formation of future teachers: competencies of interpersonal and professional behavior, readiness for self-awareness in professional activity, the ability to evaluate and correct their holistic professional activity, and the ability to establish relationships within professional groups are developed[15].

Thus, the teacher's immersion in the psychological and pedagogical process allows them to understand their true attitude toward themselves as a subject of pedagogical activity, to identify the causes and conditions of professional difficulties, to comprehend their essence, and to understand the main directions of personal and professional development and improvement.

These substantive aspects are characteristic of the normative side of competence, as well as individual and extreme competence. Thus, in psychology, the components of a teacher's professional competence are determined either through the hierarchy of knowledge, skills, and personal qualities, or through a number of specific abilities that require professional skills.

In foreign psychology, special attention is paid to the ability to act independently and responsibly when defining professional competence. The main components of professional competence include:

social competence — the ability to work in groups and cooperate with others, readiness to take responsibility for the results of one's work, and possession of professional training techniques;

special competence — readiness to independently perform certain types of activities, the ability to solve typical professional tasks and evaluate the results of one's work, and the ability to independently acquire new knowledge and skills in the field of specialization;

individual competence — continuous professional development and self-awareness in professional activity, the ability of professional thinking, and readiness to overcome professional crises and deformations.

Based on the theoretical principles presented in the works of I.V. Grishina, N.E. Kostileva, N.V. Kuzmina, and V.A. Slastenin, in this study the structure of the teacher's professional competence is considered to consist of three components:

activity component (subject-activity knowledge, the desire to be professional, the desire for freedom of choice, orientation toward working with people, focus on uniting the efforts of others, the desire to create new things, readiness to overcome obstacles and take responsibility for results, motivation to achieve success, readiness to take risks)

personal component (the desire to build one's own life, to be responsible for the events that occur in it, the ability to support and help others, the desire for self-development, the ability to manage emotional states);

social and communicative component (flexibility in communication, tolerance to uncertainty, optimism, and developed abilities of self-control in communication).

Results and Discussion

The next stage in the professional growth and development of a future teacher is pedagogical mastery. Pedagogical mastery is considered the skill of teaching and upbringing that reflects the individual improvement of methods and techniques for applying psychological and pedagogical theory in practice and thus leads to a high level of excellence that ensures the high effectiveness of the educational process.

The highest level of a teacher's professional activity is pedagogical innovation. Pedagogical innovation organically includes the promotion and implementation of new, advanced ideas, principles, and methods in the process of teaching and upbringing and significantly improving their quality.

In our opinion, the frequently used categories "pedagogical mastery," "pedagogical ability," and "pedagogical creativity" are not identical, since they can act as qualitative characteristics of the level of teachers' mastery. In the course of researching the topic, the task was set to determine the relationship between professional mastery, pedagogical mastery, and pedagogical creativity, and to develop the most complete indicators of these relationships.

Thus, pedagogical competence is the activity of a teacher at the level of models and standards developed in practice and described in methodological developments and recommendations, and the teacher's mastery is not directly related to his or her work experience. Unlike pedagogical mastery, pedagogical creativity always involves striving for novelty, discovering new ideas and approaches, or mastering pedagogical experience for oneself and others, as well as creating new original approaches.

Pedagogical creativity itself is a process that begins with creating innovation and transforming accumulated experience (adapting, reproducing, and repeating knowledge and experience), as well as transforming existing experience. The path from adapting to a pedagogical situation to transforming it is the essence of the dynamics of a teacher's creativity. We can conclude that mastery is a part of pedagogical creativity and a component of professional competence. In our opinion, in order for a future teacher to possess professional competence, they must embody the following:

- methodological foundations of pedagogy;
- pedagogical theories;
- pedagogical technology and methodology;
- design and construction of pedagogical systems;
- pedagogical communication;
- educational innovations;
- theory and practice of pedagogical research;
- management of education;
- professional self-improvement;
- management of a person's psychological state;
- psychological typologies.

Conclusion and Recommendations

The subject taught and specific methods require social-subject competence. Another problem in the preparation of primary school teachers in higher education is related to the formation of students' ability for independent learning. One of the means of solving this problem is the educational and methodological complexes of subjects and electronic educational resources, which should present a system of the student's independent work in the subject, including tasks for self-control, current assessment, and final assessment.

A significant reserve for resolving the above contradictions is the practice-oriented training of students — future primary school teachers. Accordingly, one of the most pressing problems is the fundamentally different organization of pedagogical practice, without which it is impossible to implement the modern tasks of the modernization of education. The increasing attention to the professional training of future primary school teachers is associated with the introduction of developmental education technologies and methods into the practice of mass schools.

References

- [1] Sh. Sh. Sharipov, *Pedagogical Foundations of Professional Competence Development*. Tashkent: Fan, 2018.
- [2] N. Muslimov, *Professional Formation of Future Teachers*. Tashkent: Fan va Texnologiya, 2017.
- [3] B. Xodjaev, *General Pedagogy: Theory and Practice*. Tashkent: Sano-Standart, 2019.
- [4] M. Ochilov, *Modern Pedagogical Technologies*. Tashkent: Teacher Publishing House, 2016.
- [5] J. Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge, 2009.
- [6] L. Darling-Hammond, *The Right to Learn: A Blueprint for Creating Schools that Work*. San Francisco: Jossey-Bass, 1997.
- [7] P. A. Ertmer and T. J. Newby, "Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective," *Performance Improvement Quarterly*, vol. 6, no. 4, pp. 50–72, 2013.
- [8] L. Shulman, "Those who understand: Knowledge growth in teaching," *Educational Researcher*, vol. 15, no. 2, pp. 4–14, 1986.
- [9] M. Fullan, *The New Meaning of Educational Change*, 4th ed. New York: Teachers College Press, 2007.
- [10] J. Bransford, A. Brown, and R. Cocking, *How People Learn: Brain, Mind, Experience, and School*. Washington: National Academy Press, 2000.
- [11] R. J. Sternberg and W. M. Williams, *Educational Psychology*. Boston: Pearson Education, 2010.
- [12] A. A. Abduqodirov, *Information Technologies in Education*. Tashkent: Fan, 2015.
- [13] S. A. Nishanova, *Pedagogical Skills and Professional Competence*. Tashkent: TDPU Publishing, 2020.
- [14] A. Hargreaves and M. Fullan, *Professional Capital: Transforming Teaching in Every School*. New York: Teachers College Press, 2012.
- [15] UNESCO, *Teacher Policy Development Guide*. Paris: UNESCO Publishing, 2015.