FORMATION OF THE PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS AS A PEDAGOGICAL NECESSITY

Yorkinoy Hamidjonovna Qipchaqova
Teacher, Department of Preschool Education
Fergana State University
https://doi.org/10.5281/zenodo.20620802

Abstract. The development of professional skills of future primary school teachers through the application of SMART technologies has become increasingly important in modern educational processes. This approach helps future primary school teachers acquire diverse knowledge and skills and provides more effective professional preparation. The rapid development of the digital educational environment, the consistent implementation of the competency-based approach in education, and the continuous modernization of primary education content have intensified the need to develop methodological, digital, and reflective competencies among future teachers.

Keywords: SMART technologies, modern educational technology, realistic goals, digital technology, online platforms, personalization, interactive textbooks, professional development, specialized software, applications.

Introduction

The rapid development of the digital educational environment, the consistent implementation of the competency-based approach in education, and the modernization of primary education content in accordance with contemporary requirements have significantly increased the need to develop methodological, digital, and reflective competencies among future teachers. The Law of the Republic of Uzbekistan “On Education” establishes the legal foundations of educational relations and recognizes the quality and effectiveness of education as priorities of state educational policy.

These legal foundations have been further developed in strategic documents aimed at modernizing the higher education system. In particular, the **Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030** outlines tasks such as improving the quality of higher education, training competitive specialists, and ensuring the integration of education, science, and industry. The effective implementation of these tasks requires the use of digital technologies in education, the broad introduction of electronic educational resources, and the adaptation of pedagogical activities to conditions of digital transformation.

From this perspective, the **Digital Uzbekistan – 2030 Strategy**, which focuses on developing digital infrastructure in education, expanding digital educational services, and effectively utilizing e-governance opportunities, is directly related to updating the content of professional training for future primary school teachers.

Furthermore, normative documents adopted in 2023 regarding preschool and school education emphasize the introduction of modern educational and methodological complexes in primary grades, increasing the proportion of practical training, and assessing students’ ability to apply knowledge, think critically, and conduct analysis. These priorities demonstrate the

necessity of developing methodological, digital, and reflective competencies on an integrative basis during teacher preparation.

These normative and methodological foundations indicate that the training of future primary school teachers cannot be limited solely to the acquisition of theoretical knowledge. Modern primary education requires teachers to be capable of developing pupils' cognitive processes, organizing learning activities in interactive forms, using digital educational resources for didactic and methodological purposes, objectively assessing learning outcomes, and effectively carrying out pedagogical communication and reflective analysis.

In this regard, the professional preparation of future primary school teachers should be viewed not merely as a set of knowledge but as a system of competencies closely connected with methodological thinking, digital literacy, communicative activity, and the ability to analyze one's own pedagogical practice. This necessitates the purposeful, systematic, and integrative development of professional competence in higher pedagogical education.

The Concept of Competence

In contemporary pedagogy, the concept of competence is interpreted not only as the volume of acquired theoretical knowledge but also as an individual's ability to apply this knowledge effectively in real, complex, and changing situations, make independent decisions, organize activities consciously, and achieve intended outcomes.

According to the **OECD DeSeCo Project**, competence is defined as the ability to mobilize knowledge, skills, attitudes, values, and other psychosocial resources to meet complex demands. Expanding this perspective, **F. E. Weinert** describes competence not only as a cognitive capability but also as a complex psycho-pedagogical structure associated with an individual's motivation, social readiness, and volitional characteristics.

These theoretical perspectives provide a basis for understanding professional competence as an integrative professional quality that combines knowledge, experience, values, motivation, and reflective attitudes manifested in professional activity rather than as a simple accumulation of knowledge and skills.

Competency-Based Approach in Teacher Education

The competency-based approach moves educational content beyond the traditional question of "What does a person know?" and focuses instead on practical outcomes such as:

- What can the individual do?
- In what situations can acquired knowledge and skills be applied?
- What decisions can be made in a particular professional and pedagogical situation?

Within this approach, educational outcomes are assessed not only by the level of theoretical knowledge acquired but also by the ability to mobilize knowledge, skills, attitudes, and values in real-life situations.

The **European Union's Key Competences for Lifelong Learning Framework** identifies digital competence, learning to learn, civic competence, communication competence, and entrepreneurship competence as essential indicators of social and professional development. Similarly, the **OECD Learning Compass 2030** conceptualizes knowledge, skills, attitudes, and values as interconnected and mutually reinforcing components necessary for effective participation in future social, cultural, and technological environments.

From this perspective, the competency-based approach serves as a methodological foundation for preparing future primary school teachers by enabling them to transfer theoretical knowledge into practical pedagogical activities, analyze professional situations, develop methodological solutions, and take responsibility for educational outcomes.

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