

COMPETENCES OF FORMING PSYCHOLOGICAL DETERMINANTS OF PRIMARY EDUCATION TEACHERS

Mirkosimova H.M.

Teacher of Chirchik State Pedagogical University

Abstract:

This article reveals the scientific-theoretical foundations of the formation of professional competence of primary school teachers, as well as the role and importance of the factors affecting it. In the following years, in our country, special attention is being paid to the fundamental reform of the education system, further improvement of the personnel training system, and increasing the level of professional training of specialists in this field. In this regard, research aimed at improving the professional qualifications of professors and teachers is of particular importance.

Keywords: psychological competence, "I-concept", social perception, reflex, stress, aggression, altruism, aggressiveness, social courage, social maturity, social-psychological competence.

BOSHLANG'ICH TA'LIM O'QITUVCHILARIDA PSIXOLOGIK DETERMINANTLARNI SHAKLLANTIRISH KOMPETENSIYALARI

Mirkosimova H.M.

Chirchiq davlat pedagogika universiteti o'qituvchisi

Annotatsiya:

Ushbu maqolada boshlang'ich sinf o'qituvchilarining kasbiy kompetentsiyasini shakllantirishning ilmiy-nazariy asoslari, shuningdek, bunga ta'sir qiluvchi omillarning o'rni va ahamiyati ochib berilgan. Mamlakatimizda keyingi yillarda ta'lim tizimini tubdan isloh qilish, kadrlar tayyorlash tizimini yanada takomillashtirish va ushbu soha mutaxassislarining kasbiy tayyorgarligi darajasini oshirishga alohida e'tibor qaratilmoqda. Bu borada professor-o'qituvchilarning kasbiy malakasini oshirishga qaratilgan tadqiqotlar alohida ahamiyatga ega.

Kalit so'zlar: psixologik kompetentsiya, "Men-kontseptsiya", ijtimoiy idrok, refleks, stress, tajovuzkorlik, altruizm, tajovuzkorlik, ijtimoiy jasorat, ijtimoiy etuklik, ijtimoiy-psixologik kompetentsiya.

Analyzing the scientific literature, which studied the socio-psychological determinants of the formation of communicative competence among primary school teachers in the science of social psychology, we tried to theoretically analyze the socio-psychological features aimed at



studying the methodology for the formation of communicative competence in them. We consider it necessary to analyze the general state of existing scientific and psychological views on communicative competence when explaining the formation of communicative competence among primary school teachers.

Cognitive competence is the ability to overcome psychological obstacles in the process of professional activity, correctly solve professional problems, get out of problematic situations using various psychological methods, correctly assess the situation and synthesize information. Communicative competence is the basis of psychological competence, an important factor in interpersonal relationships, the ability to form a positive attitude of others, the ability to express one's opinion to others in a meaningful and reasoned manner, and the ability to properly organize communication.

Intellectual competence is a large stock of knowledge and the ability to correctly solve a problem based on thinking in a problem situation. Medical workers must have a sufficient knowledge base in personality psychology, communication psychology and other areas of psychology and be able to correctly use this knowledge in the process of communicating with their patients and others

Social competence is the ability to develop social adaptation at a high level, be able to fully positively express oneself in social life, and successfully establish personal authority.

Self-psychological competence is the ability to properly manage one's own behavior, adequately assess one's personal characteristics, self-esteem and self-regulation.

American researchers L. Strauss and J. Moreno describe competence as a set of skills necessary for a person to perform certain activities in a specialty, a type of thinking that arises as a result of embodying a sense of responsibility for the manifestation of skills. A number of scientists are trying to explain socio-psychological competence by linking it with professional knowledge.

An analysis of the literature showed that there are few studies devoted to the study and development of psychological mechanisms for the formation of communicative competence of primary school teachers. So, based on the results of the above scientific and theoretical analysis, I would like to draw the following general conclusions regarding the coverage of the communicative competence of primary school teachers in the scientific literature.

The above scientific analysis requires considering the communicative competence of primary school teachers as a socio-psychological problem and making a more advanced analysis of it today within the framework of professional activity (especially the professional activity of primary school teachers), i.e. it is necessary to make scientific clarifications based on specific empirical data, both theoretically and practically. The development of communicative competence of primary school teachers and the factors influencing it, as well as various approaches to the issues of professional competence of primary school teachers show that there is no clear scientific solution to this problem. Based on this, we considered it necessary to create and test a structure of communicative competence of a primary school teacher.

From the standpoint of socio-economic categories, the problem of professionalization is considered as a problem of personnel reproduction, the formation of labor resources of a new



generation, which become the basis for the existence, formation and development of a modern innovative socio-economic formation. From this side, professional self-determination as one of the important stages of personal professionalization has been and remains a significant problem for any society, sometimes acquiring an international and global character.

Professionalization in general and professional self-determination in particular play an equally important role for a particular person, not only because of his inclusion in the socio-economic processes of society or as a means of survival, but also because it is a means of formation, self-realization and self-development of a person. Every person at a certain stage of his life is faced with the problem of choosing a future profession. Often he does not quite adequately assess his capabilities, abilities, desires, and his choice does not correspond to the existing conditions for its implementation.

Of particular interest for the study are the study of the early stages of professionalization of an individual, the determination of determinants and their influence on the choice of a future profession, as well as the individual's experience of professional crises. During a crisis, the existing structure of a person's professional attitudes is destroyed, rebuilding into a more flexible system, the motivational basis for choosing a profession changes, and in general the level of professional awareness changes, and all this is of great interest for new research in the designated area.

The empirical research carried out in the work covers the process of professional development of the individual, starting from the moment of completion of secondary general education, including the moment of direct choice of profession, the moments of admission and graduation from a higher educational institution. A distinctive feature of this study is the study of several determinants of career choice in a single complex: motivational grounds, professional attitudes, professional awareness, reflexivity, self-esteem and the level of individual aspirations. The internal relationships of these determinants, the dynamics of their development during the transition from general secondary to higher education, their structural organization are considered, and the cause-and-effect relationships between psychological characteristics and the general level of professional awareness are analyzed.

1. The leading determinant of professional self-determination of an individual in the process of transition from general secondary to vocational education is professional awareness. It is a cognitive-personal education, characterized by the degree of awareness of the individual about his abilities, inclinations, interests, the labor market and the requirements of the profession, which ultimately makes the professional choice meaningful, filled with content and knowledge of how the profession relates to the personal capabilities of the individual. Professional awareness is a mental, anticipatory representation of a future profession, rich in metacognitive parameters.
2. Professional awareness is determined by an individual measure of the severity of reflexivity, self-esteem and the level of a person's aspirations, among which reflexivity plays a leading role in the formation of professional awareness in the early stages of a person's professionalization.
3. The determination of professional awareness synthesizes the variable and invariant components: the invariant (basic) is manifested in the stable influence of reflexivity, as a



prerequisite for professional awareness, at all stages of early professionalization of the individual, and the variable is determined by the changing nature of the influence of the individual measure of the severity of self-esteem and the level of aspirations during the transition from general to vocational training.

4. As psychological determinants of professional self-determination of an individual, influencing the nature of its course in the early stages of professionalization, the following components can be distinguished: parameters of the content of professional self-determination - motivational grounds for choosing a profession, professional attitudes, professional awareness, personal influencing factors - reflexivity, self-esteem and level of personality aspirations.

5. In the process of transition from general secondary education to vocational training, a restructuring of the motivational basis of professional self-determination occurs, expressed in a change in the hierarchical significance of individual motives for choosing a profession; there is an internal dynamics of professional attitudes and professional awareness, manifested at the level of expression of individual characteristics, as well as at the level of their structural organization.

6. At the moment of immediate admission to a university, there is a special character of the crisis of professional choice, expressed in the complete or partial disorganization of connections between professional attitudes, leading to deformation of their structure. Overcoming this crisis occurs through the restoration of the systemic effect of the interaction of professional attitudes. During the transition to vocational training, the structure of professional attitudes regains organization, clear and stable connections, which contributes to the psychologically effective overcoming of the crisis of choosing a profession

As noted by A.V. Karpov, any subsystem of the psyche is characterized by one or another degree of organization, which, in turn, affects the efficiency of functioning not only of its individual subsystem, but also of the psyche as a whole. Therefore, any subsystem is characterized by a tendency to increase its organization as a means of ensuring operational efficiency. Consequently, the degree of structural organization is both a manifestation and an “indicator” of its perfection: the higher this degree, the more perfect the subsystem itself. Significant positive correlations between professional attitudes indicate that they seem to enhance each other’s potential. At the same time, the high level of one of them “relies” on the high level of the other, uses it for its own purposes, and vice versa. This means that synergy relationships arise between them, which enhances the effect of all professional installations included in the system. A large number of such “synergistically” related parameters in the structure indicates the high potential of the system, which is mobilized when a professional crisis occurs - the transition from the “adept” stage to the “adapter” stage. It is believed that the more integrated and consolidated the system is, the higher its level of maturity. The system of professional attitudes of senior students is more integrated and consolidated. In the case of the structure of professional attitudes of eleventh-graders, applicants and first-year students, its formation, development and complication from one stage of professional development to the next is noticeable. In crisis situations, the system of professional attitudes is destroyed and



begins to form again, becoming more complex from stage to stage, new attitudes are included, new connections appear, old connections become stronger, which makes the structure integrated by the time of graduation.

CONCLUSION

In conclusion, the entire set of results obtained in the study is summarized, and conclusions are formulated based on the results of the dissertation research, the main of which are as follows:

1. The leading determinant of professional self-determination of an individual in the process of transition from general secondary to subsequent stages of professional education is professional awareness. It is a cognitive-personal education, characterized by the degree of awareness of the individual about his abilities, inclinations, interests, the labor market and the requirements of the profession, which ultimately makes the professional choice meaningful, filled with content and knowledge of how the profession relates to the personal capabilities of the individual. Professional awareness is a mental, anticipatory representation of a future profession, rich in metacognitive parameters.
2. Professional awareness is determined by an individual measure of the severity of reflexivity, self-esteem and the level of a person's aspirations, among which reflexivity plays a leading role in the formation of professional awareness in the early stages of a person's professionalization.

REFERENCES:

1. Kaldibekova, A. S., & Norboyev, F. C. (2021). Pedagogik innovatsion faoliyatda psixologik to'siqlar muammosi. Academic research in educational sciences, 2(CSPI conference 1), 611-615.
2. Urinova, M. V. (2021). Issues of use of information and communication technologies in the conditions of digital economy. Academic Research In Educational Sciences, 2(6), 1520-1525.
3. Bakhronovna, R. M. (2023). The Theory And Experience Of The Formation Of Professional Value Criteria In The Continuous Education Of The Future Primary School Teacher. Boletin de Literatura Oral-The Literary Journal, 10(1), 2179-2186.
4. Baxronovna, R. M. (2023). Developing teacher's skills in using scientific methodological articles in science teaching. International Journal of Advance Scientific Research, 3(09), 122-127.
5. Baxronovna, R. M. (2023). Boshlang 'ich ta'limda xorijiy metodikalar asosida o 'qish savodxonligini oshirish. fan, ta'lim va amaliyotning integrasiyasi, 408-411.
6. Baxronovna, R. M., & Nishanovich, X. J. (2023). Improving Reading Literacy Using Foreign Methods in Primary Education. Journal of Pedagogical Inventions and Practices, 18, 94-96.
7. Raxmonova, Z. (2021). The influence of family values on personality development. ACADEMICIA: An International Multidisciplinary Research Journal, 11(3), 1855-1857.
8. Ne'matovna, R. Z. (2024). Problems of emotional intelligence stability in the formation of individual values. Academia Repository, 5(3), 218-220.



9. Hayitmuradova, N. A. (2022). Positive influence of physical activities on the organism of young athletes. *Science and Innovation*, 1(8), 641-644.
10. Xamidov, M. (2023). On some similar and different aspects of proverbs and subjects. *American Journal of Pedagogical and Educational Research*, 15, 66-68.
11. Mirakhmedova, S. N. (2024). Socio-philosophical analysis of transformation of spiritual-ideological reforms in new Uzbekistan. *Proximus Journal of Sports Science and Physical Education*, 1(1), 28-32.
12. Xamidov, M. A. (2022). Surxondaryo o 'zbek shevalariga doir ayrim paremlar tahlili. *Oriental Renaissance: Innovative, educational, natural and social sciences*, 2(7), 676-684.
13. Musurmanov, A. A., Bazarova, R. S., & Tojiyev, K. (2022). Innovative methods of growing pineapples (*Ananas comosus* (L.) MERR). *Journal of Academic Research and Trends in Educational Sciences*, 1(8), 7-12.
14. Xamidov, M. (2023). JANUBIY SURXONDARYO O 'ZBEK SHEVALARI MAQOLLARINING HOSIL BO 'LISHIDA BILINGVIZM HODISASI. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 2(20), 123-125.
15. Xamidov, M. (2023). Badiiy matnlarda uchrovchi o 'zbek sheva maqollarining transformatsiyasi. *models and methods for increasing the efficiency of innovative research*, 3(25), 204-206.
16. Xamidov, M. (2023). On some similar and different aspects of proverbs and subjects. *American Journal of Pedagogical and Educational Research*, 15, 66-68.
17. Abdumannobovich, X. M. (2023). TRANSFORMATION OF PAREMIOLOGICAL UNITS IN SOUTHERN SURKHANDARYA UZBEK DIALECTS. *European International Journal of Multidisciplinary Research and Management Studies*, 3(05), 168-173.
18. Abdumannobovich, X. M. (2021). O'zbek tili paremiologik birliklarida somatik so'zlar salmog'i (Janubiy Surxondaryo o'zbek shevalari misolida): Xamidov Mansur Abdumannobovich Termiz davlat universiteti O'zbek tili va adabiyoti kafedrası o'qituvchisi, erkin tadqiqotchi. In *Научно-практическая конференция*.
19. Holiqova, D. S. (2023). Methodology of developing students' reading and writing skills based on distance education technologies (in the example of English language materials). *Current Issues of Bio Economics and Digitalization in the Sustainable Development of Regions (Germany)*, 7(2), 75-80.
20. Holiqova, D. S. (2023). Тенденции развития образования и педагогики. *Conference*, 1(5), 147-150.
21. Jalilovna, K. D. (2020). The stability of the ideological concept in the work of Dostoevsky. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(53), 301-309.
22. Umurqulov, Z. (2019). Lingvistik tahlil asoslari. *Ilm sarchashmalari*, 6, 23.
23. Умуркулов, З. Б. (2015). Эркин Аъзамнинг сўз қўллаш маҳорати. 56.
24. Халилова, Д., & Халилова, Ш. (2019). Концептуальный подход к художественному творчеству Достоевского. *Евразийское Научное Объединение*, (4-5), 308-310.



25. Jalilovna, K. D. (2019). The concept of literary psychologism in the works of F. Dostoyevsky. *European journal of literature and linguistics*, (2), 39-42.
26. Yorbekova, D., & Raximova, U. (2023). Modern Foundations of Teaching Economics in University. *Евразийский журнал академических исследований*, 3(2 Part 4), 173-176.
27. Rahimova, U. (2019). Lingvopersonologics As A New Direction Of Anthropocentric Linguistics. *Scientific Bulletin of Namangan State University*, 1(8), 259-265.
28. Umurqulov, Z. B. (2020). Comparison in literary text and its linguopoetic value. *Karshi State University*.
29. Умуркулов, З. Б. (2020). Сравнение в художественном тексте и его лингвопоэтическая ценность. *Каршинский государственный университет*.
30. Khalilova, D. J. (2019). Human and society interpretation in literary work. *Гуманитарный трактат*, (55), 20-23.
31. Умуркулов, З. Б. (2020). Бадиий матнда киёс ва унинг лингвопоэтик қиммати. *Қарши давлат университети*.
32. Rakhimova, U. (2023). Formal features of the rhyme. *Proceedings Of ASAR Internaional Conference, New Deihi*, 58-59.

