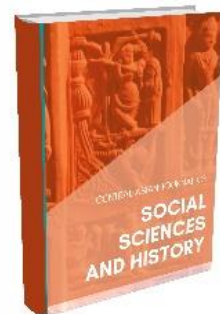




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The Role of Children's Literature in the Formation of Professional Competence

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Annotation:

In this work, the importance of forming the professional competence of the primary school teacher, being able to mobilize the opportunities for goodness in students in various ways, and being able to use them wisely for the formation of children's personality is analyzed.

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The global demands that are increasingly surrounding the education system demand competitiveness from every specialist in all fields. This requires professional competence from the employees of all departments, and moral excellence from the teacher. In order for the teacher to have a high reputation in front of the students, it is desirable to combine both characteristics in his personality. As a teacher works with human's heart. Literature lessons (1) are moral education lessons regardless of the stage of education. You cannot enter the heart with knowledge alone.

These changes in the development of national pedagogy require every pedagogue to constantly

improve their professional skills. Today, the state, society, and the educational system of the time are seeking individuals who are morally mature, who strive for all-round perfection, who have the ability to adapt socially in any society, who are able to start work, get independent education, and develop themselves which requires education.

A teacher who can think independently, who can analyze his activity and its results, who can model the educational process is a guarantee of these requirements. It is in this sense that the demand for a pedagogue, a competent teacher who knows his field well, who can think freely and creatively, is competitive, who is able to educate a person, and a competent teacher is increasing.

First of all, it would be appropriate to get into the essence of this concept, which is typical for the people who are responsible for the fate of the nation and the country, in particular, the teachers of primary classes, and to understand it thoroughly. According to the literature related to the study of this subject, competence means the effective use of theoretical knowledge in any activity, the possession of high-level professional skills and competence, skill and talent (8-5).

Competence - i.e. the possession of competence is the possession of knowledge, skills, qualifications and experience necessary for any person, in particular, primary school teachers, to work effectively in the field in which they work. Personality is a concept that means harmony with virtues (high culture, broad outlook, high level, independent activity, etc.).

The term "competence" entered the field of education as a result of psychological research. According to psychologists, this concept means that any specialist can find ways of communication appropriate to the situation in unconventional situations, unexpected situations, use new methods in interactions with opponents; skillfully use the necessary information in performing complex tasks continuously. This means that he works on himself, constantly improves his knowledge, skills and abilities.

Personal competence is defined as a certain structural state of a person's acquisition of knowledge, skills, competences and experiences that are suitable for solving life problems related to making a daily living, working in his profession or gaining a place in social life which consists of parts (2). This concept includes areas such as a person's competence in independent cognitive activities, in the social-civic sphere, in the social-labor network, in household life, and in the cultural and recreational spheres:

- the competence of independent cognitive activity (cognitive network). In it, the specialist acquires the qualification of acquiring knowledge in various ways, including from sources other than educational institutions;
- the social-civic competence (social network). A person's performance of citizenship, voting, consumerism and a number of other duties;
- the social and labor competence (labor network). A person should be aware of labor market information about his profession, be able to analyze the situation in it, be able to correctly assess his professional opportunities, take into account and follow ethical rules in mutual relations;
- the household competence (family network). Knowledge of the health of the person himself and his family members, family lifestyle, duties and responsibilities, and other family issues;
- the cultural and recreational competence (cultural network). It refers to a person's activities related to the proper use of free time, cultural and spiritual development of his personality.

It is desirable that the current education system organizes its work, taking into account that every student has the above-mentioned competence characteristics during the school period.

Professional competence characteristic of specialists in any field means the acquisition of knowledge, skills and abilities necessary for the effective organization of professional activities by a person and their practical application at a high level. Professional competence includes not only the acquisition of specific knowledge, skills, qualifications and personal qualities by a specialist, but also the acquisition of integrative knowledge and actions in the directions necessary for him (3,4-5).

Any person, whether he is an educator - an educator, a teacher - a student or an employee of other fields, has opportunities to be awakened and productive. The professional competence of the professionals engaged in education and training implies the ability to turn these awakened opportunities unique to the person of the student out of balance into a productive opportunity, to be able to use all the opportunities inherent in a person rationally for him/herself. . In other words, professional competence means the realization of a person's hidden, internal, i.e. awakened ability to do something, its application to practical activity. The professional competence of a primary school teacher, simply put, is the ability to activate these awakened opportunities in students in various ways and to use them wisely in the way of the formation of children's personalities.

The level of professional competence of primary school teachers is as follows:

- ✓ when complicated situations arise;
- ✓ performing emergency tasks;
- ✓ it is evident in cases such as rational use of conflicting information.

Primary school teachers who strive to achieve their professional competence:

- ✓ one, who constantly enriches his knowledge;
- ✓ one, who learns new information;
- ✓ one, who deeply understands the requirements of the era;
- ✓ one, who seeks new knowledge;
- ✓ one, who processes them and uses them effectively in his practical work.

In recent times, training students to become competent has become one of the main tasks in the practice of global education. Because competency itself:

- combines intellectual and practical aspects of education;
- reflects the indicators that show the results of mastering the content of education according to the standard;
- shows the extent to which a person's activity and culture generalize one or a number of areas close to each other (6,7).

The stages of formation and development of the professional competence of primary school teachers can be distinguished as follows:

- ✓ analysis and understanding of professional skill improvement by the teacher;
- ✓ planning of self-development (goals, tasks and solutions);
- ✓ to be able to present oneself, to be able to analyze and edit one's work.

The formation and development of the professional competence of a primary school teacher is a long and continuous process. That is, the teacher should work tirelessly on himself in pedagogical activities, be aware of the latest developments in the field, and form new qualities in himself from lesson to lesson.

The professional competence of the teacher of lower classes implies not only the acquisition of special knowledge and skills by the specialist, but also the mastering of integrative knowledge and actions in each independent direction. Also, professional competence requires the ability to understand important social requirements, to find new information, to process it and to be able to apply it in one's work.

A primary school teacher who strives for professional competence: consistently enriches his knowledge; learns new information in the field; deeply understands the requirements of the era; processes new knowledge and effectively applies it in practical activities; rationally uses conflicting information in complex processes and uncertain situations; can have an action plan even in unexpected situations.

With a creative approach to the competence (8-7) emphasized by N. Muslimov and others, the competence that primary school teachers should embody in themselves can be reflected as follows:

- psychological competence - the ability to create a healthy environment in pedagogical practice, to establish positive communication with students, to notice various conflicting situations in time and to eliminate them;
- methodical competence - methodically knowledgeable organization of the primary education process, the ability to choose the necessary methods and tools for educational or educational activities in an appropriate manner;
- informational competence - the ability to find necessary, important and effective information for one's field from among thousands of information flows, to be able to use them wisely in the practice of reprocessing and training;
- creative competence - to be able to take a critical and creative approach to one's teaching practice, to be able to demonstrate creativity skills in one's work;
- innovative competence - to improve teaching activities in accordance with the situation, to improve the quality of education, to put forward new ideas to increase the efficiency of this process, to be able to successfully implement them in practice;
- communicative competence - to be able to have a sincere dialogue with each student during the lessons, to be able to listen to him, to be able to have a positive influence on him, to be able to find a treatment and approach suitable for the characteristics of each of them;
- personal competence - to follow one's own dressing and behavior culture, to enrich and improve one's outlook, artistic taste, and spiritual qualities;
- technological competence - consistently mastering advanced technologies that enrich knowledge, skills and qualifications in the field of education, being able to use modern technical tools and technologies;
- extreme competence - to make quick and rational decisions, draw correct conclusions in emergency situations that may occur between students, between themselves and pupils, in cases of

natural disasters, when technological processes fail and having the qualification of movement on this basis;

- evaluation competence - the originality of the expressed thoughts, uniqueness, a simple, short, but well-grounded answer, the ability to adequately evaluate based on the level of criticality of the attitude, etc.

The professional competence of a primary school teacher is "to be able to correctly evaluate children's knowledge, to continuously direct them to independent activities, and at the same time, to be able to determine and evaluate the level of independence of students' thinking" is of great importance in determining the path of spiritual perfection. Commenting on this criterion, it can be said that in elementary literary education, the originality of the opinions expressed by students during the analysis of any artistic work, examples of visual art, uniqueness without the views of others, even if it is simple and short. It depends on the level of the teacher's competence to be able to correctly evaluate a well-founded answer based on the level of criticality of the attitude.

A teacher who does not have his own independent view does not pay attention to the details that require students to think independently of the object being studied. As a result, the students are limited to retelling the content of the artistic work, counting the main equipment visible in the works of visual art, and their mental and spiritual development will be around this.

True, there are those who say that it is enough for elementary school students to distinguish the superficial aspects of works of both genres. These are the basic requirements of current DTS and programs. But in every class there are students who are not like the general public, who stand out from others with their intellectual capabilities. The point is that these students do not become victims of averages. The ability of the teacher to organize primary literary education at the highest possible level, to create the necessary conditions for each of the students to receive it at the level of their capabilities, shows the level of his competence.

Therefore, the professional competence of teachers of lower grades in the organization of primary literary education in accordance with its purpose improves its level, worldview, knowledge, skills and qualifications, and at the same time, concerns for its spiritual health, also requires hitting. After all, this happy work must be solved at the level of art. That is why, as the great German thinker A. Stifter said: "Art is an indicator of the moral superiority of a certain nation" (9-62). In this regard, the role of children's literature is incomparable. After all, "Children's literature plays an important role in the development of children, who are the future of the nation and society, as educated, polite and loyal to the Motherland and parents, active people of their time. Therefore, it is necessary to take a very serious approach to the familiarization of children with works of art in the family, and to pay attention to the fact that every child can enjoy works worthy of him at every age" (10-57). Therefore, the role of children's literature in the formation of professional competence is incomparable.

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