



Basic Principles Of Pedagogical Strategies For Professional Competence Development In Future Primary Class Teachers Based On Advanced Foreign Experiences

Onakhon Mannapovna Jabborova

Chirchik State Pedagogical University

Head of the Department of Primary Education Methodology

Doctor of philosophy in pedagogical sciences, associate professor

Ilg'or Xorijiy Tajribalar Asosida Bo'Lajak Boshlang'ich Sinf O'Qituvchilarida Kasbiy Kompetensiyalarni Rivojlantirish Pedagogik Strategiyalarining Asosiy Tamoyillari

Onaxon Mannapovna Jabborova

Chirchiq davlat pedagogika universiteti

Boshlang'ich ta'lim metodikasi kafedrasini mudiri

Pedagogika fanlari bo'yicha falsafa doktori, dotsent

During the implementation of the "Uzbekistan-2030" strategy, one of the main issues was the development of primary education [1, p. 4]. It is important to equip future primary school teachers with modern professional competencies in higher pedagogical educational institutions, and it is also important to rely on advanced foreign experiences. In order to use such advanced foreign experiences, it is appropriate to determine the main principles of the current pedagogical strategies. Here we draw your attention to the analysis of this issue. The principle of academic independence of pedagogical strategies. In the process of higher pedagogical education, it is urgent to develop the professional competence of future primary school teachers using the best experiences of the educational system of Europe, Asia and the Americas. In this regard, it is



appropriate to implement the principle of academic independence of the pedagogical strategies used in this. According to it, higher pedagogical educational institutions carry out the task of independently determining the educational directions, educational process and scientific research directions for the preparation of pedagogical personnel [2, p. 2]. As a result of this, if there is a high demand for pedagogical personnel in the types and directions of education, the scope of training future teachers in these directions will be expanded. In addition, the organization of the educational process in accordance with the possibilities and conditions of the higher education institution is based on innovative approaches. Also, based on the principle of academic independence of pedagogical strategies of higher pedagogical educational institutions, research of the most urgent problems of pedagogical scientific research will be conducted. In order to use this principle of academic independence rationally, it should be mentioned that an innovative cluster of pedagogical education was developed and tested by the Chirchik State Pedagogical University and that this system gives the expected practical effect [3, pp. 12-36]. Therefore, relying on the principle of academic independence of pedagogical strategies in the development of professional competences of future elementary school teachers based on best practices gives the expected effect.

The principle of modern educational programs of pedagogical strategies.

Based on advanced foreign experiences, it is also relevant to rely on the principle of modern educational programs of pedagogical strategies for the development of professional competencies of future primary school teachers. According to it, it is possible to use the experiences of developing and implementing modern educational programs regularly in the educational system of the Western European countries and the Asian countries of China, Indonesia, and the American countries of the USA and Canada [4, p. 6-25]. Therefore, modern curricula mean that existing curricula are improved at the beginning of each academic year, and new curricula that meet the needs of society are created and put into practice. The principles of these modern educational programs of pedagogical strategies make it possible to develop the process of higher pedagogical education in accordance with innovative requirements. It should be noted that recently, the process of developing modern educational programs has expanded in leading higher pedagogical educational institutions. At the same time, when using the principle of modern educational programs of



pedagogical strategies based on advanced foreign experiences, it is appropriate to refrain from directly adopting the educational programs of a particular country. Because the national approaches and national spirits of this country are reflected in the best experiences of foreign countries. Noting that our higher pedagogical education system is also based on national values, it is methodologically correct to incorporate our national approaches into their modern programs while using advanced foreign experiences and then put them into practice. It is these principles of modern educational programs that play one of the main tasks in the development of competences, which is the combination of professional knowledge, professional skills and professional qualifications of future primary school teachers. For example, in order to develop communication, collaboration, creativity and critical thinking skills in future primary school teachers according to the 4 K model developed and put into practice by UK scientists, it is based on the national environment and conditions of the education system of our country. it is necessary to act accordingly. Because these skills are based on the priority formation of practical skills in future primary school students. On the contrary, in our national education system there is a principle of formation of theoretical and professional knowledge in harmony with practical skills. Therefore, in the development of professional competence of future primary school teachers using the pedagogical strategies of advanced foreign experiences, it is necessary to be strictly based on the principle of modern educational programs.

The principle of competence of pedagogical strategies. One of the main issues in the educational process, which has academic independence in advanced foreign experiences and has implemented modern educational programs, is the principle of competence. According to him, professors and staff specialists who carry out the process of higher pedagogical education should have high qualifications in their field. For this, he must have carried out scientific research rich in important innovations in his field, rely on his individual methodology in organizing education, objectively evaluate the level of learning of learners based on modern technical capabilities, and it is necessary to monitor the professional development of learners. It is worth mentioning that professors and assistants of higher pedagogical educational institutions who meet these requirements will achieve efficiency in their work, and the higher pedagogical educational institution will benefit from this. Therefore, it is appropriate for our country to strictly adhere to the principle of competence in the use of pedagogical



strategies of advanced foreign experiences in higher pedagogical educational institutions. For this, technological development of the 4+2 education system formed in the higher pedagogical educational institutions of our country, through the structure of the "Student Academy", future primary school teachers should be trained in the primary education of a certain foreign country based on their interests. Directing learning experiences and popularizing the educational and training experiences of students studying with named scholarships through their presentations will bring important practical results. As a result of this, the teaching and training competencies of professors and assistant staff specialists will be improved, and through it, the professional competencies of future elementary school teachers will be given the opportunity to develop on the basis of individual experience. Therefore, the competence principle of using the pedagogical strategies of advanced foreign experiences provides opportunities to develop the professional competencies of future primary school teachers based on individual approaches.

Thus, on the basis of advanced foreign experiences, it is necessary to rely on an important methodology in the use of current pedagogical strategies in the development of professional competences of future primary school teachers. Such pedagogical strategies should focus on the principles of academic independence, modern educational programs, and competence in the implementation of the higher pedagogical education process. The main goal is to develop theoretically and practically the professional competencies of future elementary school teachers.

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