

MODEL FOR DEVELOPING PROFESSIONALISM IN FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The ongoing changes in the socio-economic, spiritual and political realm of our society have not left education - or its central figure, the teacher - unaffected.

Introduction

The ongoing changes in the socio-economic, spiritual and political realm of our society have not left education - or its central figure, the teacher - unaffected. Particularly these days, concepts such as "new-age education" and "the new identity of teachers" are becoming increasingly relevant.

The state policy in education sector of Uzbekistan has enabled the emergence of new

types of educational institutions. This has not only required a revision of curriculum and programs but has also amplified the demands placed on teachers themselves.

In today's world, a teacher is highly valued not only for upholding an ideological and ethical position in society but also for:

- their spiritual and cultural image, professionalism, thorough knowledge of their

field, practical experience, high work ethic, and personal virtues;

- their pursuit of inner freedom, independent of external conditions, to manifest individuality and achieve cultural adaptability, along with possessing a distinct professional style;

- and most importantly, their humanistic orientation—demonstrated through the ability to show affection for children, understand and accept them as they are, and defend their human dignity regardless of the circumstances they were born into. Precisely for this reason, a teacher must create the conditions for the moral flourishing of the individual.

It is worth emphasizing here that primary education plays a crucial role in the moral development of a person. This is because a teacher not only introduces children - who have just transitioned from preschool play activities to their first steps into school - to a new field of activity but also familiarizes them with a new educational environment, laying the foundation of knowledge and ethical principles while guiding them toward the realities of the existing world.

This is why the pedagogical work of primary school teachers has become more complex today, with the principle of creative

engagement in teaching gaining greater emphasis. Primary school teachers, keeping pace with the times, deserve admiration for their ability to work not only within traditional but also alternative education systems. Thus, it is clear that modern education requires highly skilled professional teachers.

Research methods: theoretical analysis, synthesis, comparison, classification, systematization, generalization; empirical methods - testing, surveys.

Degree of problem exploration. In recent years, issues related to pedagogical activity have aroused widespread interest in the scientific community. In particular, issues such as professional training in the pedagogical education system, the development of pedagogical skills and important professional qualities in future classroom teachers have gained a solid scientific and theoretical basis today. This problem has been investigated by Russian pedagogical scholars from Commonwealth of Independent States (CIS) countries - O.A.Abdullina, Yu.P.Azarov, S.I.Arkhangelsky, Yu.K.Babansky, E.P.Belozertsev, S.G.Vershlovsky, B.Z.Vulfov, F.N.Gonobolin, A.A.Derkach, S.B.Elkanov, I.Azyazyun, V.N.Koziev, N.V.Kuzmina, G.M.Kodzhaspirova, A.S.Makarenko,

A.V.Mudrik, N.D.Nikandrov, V.P.Simonov, V.A.Slastenin, S.D.Smirnov, Yu.P.Sokolnikov, L.F.Spirin, P.I.Pidkasisti, N.F.Talyzina, N.E.Shiyanov and A.I.Shcherbakov.

In local pedagogy, theoretical and practical issues of professional training of future teachers in higher education institutions were reflected in the scientific research conducted by Uzbek pedagogical scientists such as R.G.Safarova, N.M.Muslimov, B.S.Abdullayeva, N.M.Azizkhadjajeva, R.Sh.Akhmeddinov, U.Sh.Begimkulov, U.I.Inoyatov, Sh.S.Sharipov, Ya.U.Ismadiyarov, R.Kh.Juraev, O.Musurmonova, U.Tolipov, D.M.Elmuratova, Z.Sh.Karshiyeva, N.M.Ahmedova, D.M.Khakimova, J.M.Otajonov, M.M.Vohobov, K.D.Riskulova, N.I.Khalilova and A.Kholikov. The problems of improving the professional competence of pedagogical personnel working in higher educational institutions today have been scientifically studied by A.R.Isyanov, Sh.K.Mardonov, Zh.G.Yuldashev, A.S.Juraev, M.T.Mirsolieva. However, based on the analysis of scientific and methodological literature and the results of the research conducted, there is a need to improve the psychological and pedagogical conditions of the system of professional

training of future specialists in higher pedagogical educational institutions and to base their effectiveness on pedagogical experience, based on the formation of professionalism of future primary education teachers.

The concept of pedagogical professionalism has been studied by numerous international experts through various interpretations, theories and ideas. However, it can be seen that in these studies each researcher has attempted to investigate the problem of pedagogical professionalism from their own perspective.

While many scholars have attempted to provide precise definitions of "pedagogical professionalism," there exists significant divergence in the terminology used. A key drawback is that this concept has not been sufficiently clarified.

Traditionally, Russian researchers in psychology and pedagogy consider pedagogical professionalism as the result of specific behaviors characterized by professional ethics and personal virtues. For instance, according to N.V.Kuzmina, the concept of "pedagogical professionalism" encompasses two interrelated components: "activity professionalism" and "personal professionalism".

V.A.Slastenin examined the issue of pedagogical professionalism and successfully identified three qualification levels for practicing teachers.

A.K.Markova has described the psychological criteria of pedagogical professionalism.

I.F.Kharlamov mentions that pedagogical mastery is the foundation of teacher professionalism.

The issue of developing teacher professionalism has been examined in the research of I.D.Bagaeva, V.V.Butkevich, L.I.Eremeeva, I.S.Klimenko, L.V.Kondrashova, N.V.Kuzmina, T.A.Marina, A.I.Mgatsenko, E.N.Starkova, and N.E.Shurkova. These scholars emphasize that pedagogical professionalism must begin to take shape during student years.

However, despite the existence of numerous studies examining pedagogical professionalism (including works by I.V.Aranovskaya, N.M. Bruyukova, T.Sh. Domaev, S.V.Zvereva, R.V.Kanbekova, G.F.Kovtun, L.S.Podimova, L.S.Sidorina, E.A.Chebotarenok, and L.I.Shekhov), the professionalism of primary school teachers was insufficiently explored.

Moreover, while Russian pedagogical scholars - such as I.V.Aranovskaya, N.M.Bruyukova, T.Sh.Domaev, S.V.Zvereva, R.V.Kanbekova, G.F.Kovtun, L.S.Podimova, L.S.Sidorina, E.A.Chebotarenok, and L.I.Shekhov - have conducted extensive research on pedagogical professionalism, Uzbek scholars have not yet sufficiently investigated the issue of shaping professionalism among future primary school teachers.

Research indicates that teacher preparation remains an ongoing, large-scale process. Over the past two decades, an analysis of curricula in pedagogical higher education institutions shows that changes have primarily been limited to adjustments in compulsory subject content.

With the transition to new state educational standards, it is essential to modernize the entire teacher training system, enhance quality through structural reforms, and foster creative mastery of the teaching profession by integrating emerging educational values, such as self-awareness, self-regulation, self-analysis, self-assessment, self-management, self-development, and self-education. Nevertheless, existing pedagogical and psychological research has not yet fully

uncovered the mechanisms for developing professionalism in future primary school teachers.

However, studies on the potential of the educational process in preparing future primary school teachers primarily focus on modular structures within psychological-pedagogical subject blocks in curricula. Consequently, additional pedagogical research is necessary to identify supplementary strategies for improving the effectiveness of professionalism development in prospective primary school teachers.

Analysis of scientific literature and pedagogical processes has revealed the following existing contradictions:

- between societal needs for the professional development of future primary school teachers during the transition to new state educational standards and students' personal interests and capabilities;
- between emerging tasks in shaping the professionalism of future primary school teachers, which should be oriented towards both personal self-development and subject teaching development;
- the insufficient development of methods for implementing a personality-oriented approach in the system of professional

formation for future primary school teachers in higher educational institutions.

From this perspective, the purpose of our article is to describe the possible components for developing a model of professional formation for future primary school teachers.

The following tasks are planned:

- 1) identifying general scientific principles for model development;
- 2) selecting and describing model components.

The main content of the article is presented as follows. The model for professional formation of future primary school teachers includes characteristics describing knowledge and skills, structure and outcomes of activities, personality traits of future teachers, requirements for formation conditions and methods, as well as a system of interrelated elements of the pedagogical process.

Under conditions of higher education modernization, the model for professional formation of future primary school teachers must meet the following requirements based on its fundamental principles:

- ✓ general principles organizing the scientific foundations of professional training

for future specialists in a multi-level modern educational environment (humanization and democratization of the educational process, interconnection between all types of theoretical and practical professional training, optimization of the learning process, harmonization of teaching with pedagogical initiative and independence);

✓ studying the social, cultural and professional individuality of future primary school teachers from the perspective of personality integrity and uniqueness within the training process;

✓ discussing issues of professional formation both during education and through self-improvement and activity adjustment processes, as part of a unified preparation process for future primary school teachers in multi-level education conditions.

✓ discussing professional formation issues within the unified educational process of preparing future primary school teachers in multi-level learning environments, with a focus on self-improvement and corrective activities;

✓ recognizing students of pedagogical higher education institutions as subjects of continuous professional self-improvement

processes: self-awareness, self-development, and self-improvement.

An essential component of the professional formation model for future primary school teachers is linked to the content of professional training within the higher pedagogical education system. To develop socio-pedagogically oriented professional and personal qualities in future primary school teachers, the following is required:

- adjusting curricula and programs, creating new teaching materials, and enhancing educational/qualification practices, scientific research, and extracurricular processes;

- improving their socio-pedagogical, psychological-pedagogical, and methodological knowledge;

- developing competencies necessary for performing primary school teacher functions at all professional training levels, including cognitive (gnostic), design, communication, organizational skills, mastery of pedagogical techniques, and adaptation skills to the educational environment.

In according to the State Educational Standards of the Republic of Uzbekistan, higher education institutions must annually update core educational programs, considering developments in science, culture, economics,

technology, and social spheres. The newly developed State Educational Standard must not only revise content but also reconsider teaching methods and forms to meet modern professional training requirements for future specialists [5].

A key direction in transforming teaching methods involves shifting from rigid control concepts to organizing students' independent learning activities, supporting and encouraging them in this sphere, and creating conditions for creativity.

When selecting teaching methods and forms, one fundamental consideration is ensuring educational motivation, which requires accounting for students' psychological characteristics, such as cognitive development.

The effectiveness of professional formation in future primary school teachers widely depends on the orientation and organization of the educational process, as well as teaching methodologies.

Implementing competency-based interactive learning formats in the educational process demands:

- seminar discussions in dialog mode;
- debates;
- computer simulations;
- business and role-playing games;

- case study analysis;
- extensive and effective use of psychological training.

Additionally, focusing on communicative and collaborative interactive teaching methods based on democratic interaction styles encourages students to develop critical thinking, initiative, and creativity while independently seeking solutions. Such interactive methods include:

- ✓ role-playing and business games;
- ✓ psychological-pedagogical training;
- ✓ discussions;
- ✓ lectures;
- ✓ seminars [6].

The aforementioned methods require implementation through various tools for shaping pedagogical professionalism, prioritizing interactive forms of collaborative, group, and paired work. This includes:

- watching video observations and listening to radio programs;
- conducting teaching practicums in schools;
- participating in international student clubs;

- organizing specialized courses and trainings on teaching methodologies for pedagogical subjects;
- engaging students in research activities;
- encouraging publication of theses and articles on professional/scientific topics;
- facilitating communication in foreign languages with teachers and peers during and beyond classes.

The use of innovative teaching technologies - particularly those aligned with the content and competency formation requirements outlined in Uzbekistan's State Educational Standards - must ensure discipline delivery through original courses that account for regional and professional specifics. Crucially, societal development trends and youth psychology must be taken into consideration while exploring new educational forms/methods and applying advanced technologies.

Under higher education modernization, the principles of democratic teaching, academic freedom, equity, transparency, self-monitoring, discipline, and accountability are strengthening the pedagogical paradigm of "student-teacher" collaboration.

It is vital to emphasize that modern educational institutions today require teachers capable of independently evaluating their pedagogical activities and autonomously developing their professional expertise.

Researchers consider self-assessment to be an integral component of the structural framework of educational activities. They define the functions of self-assessment in learning as follows:

- ✓ verifying the adequacy of action methods related to assigned tasks;
- ✓ enabling self-monitoring by helping individuals determine their mastery level of studied materials and personal capabilities at the final stage;
- ✓ serving as the internal basis for accepting educational tasks while performing the regulatory function of learning motivation;
- ✓ representing an individual's evaluative indicator of their alignment with specific values.

Self-assessment plays a crucial role in organizing effective self-regulation of personal behavior. It reflects aspiration levels - the subjective basis for defining goals that individuals believe they can achieve. If one recognizes ineffective or wrong actions during

goal pursuit, self-assessment allows timely course correction. Consequently, self-assessment shapes the motivational-need sphere of personality and serves as a driver for professional success [4].

The system of extracurricular activities proposed by Russian pedagogue V.P.Simonov for shaping professionalism in future primary school teachers within higher pedagogical education consists of distinct components. The first component aims to address society's need for high-quality teacher preparation.

Forming pedagogical professionalism involves developing the professional "Self" of future primary school teachers, reflecting the holistic nature of teacher training systems. Subsequently, extracurricular work must establish individualized goal-setting, foster self-awareness and self-development through reflection, create internal conditions for self-determination in pedagogical practice, and organize external conditions for cultivating professional individuality.

Diverse extracurricular formats - competitions, events, theatrical performances - enable students to Engage meaningfully during leisure time, Express creativity through personally significant activities, systematize

and refine their understanding of pedagogical professionalism and individual roles [2].

Professional-pedagogical preparation for future primary school teachers prioritizes pedagogical practice, without which modern educational modernization goals remain unattainable. Resolving practice-related challenges requires collaborative partnerships between pedagogical universities and schools, and synchronization of theoretical training with school-based practicums.

It is clear that the task of developing professionalism of primary school teachers cannot be dealt only in the buildings of pedagogical universities and only with the efforts of professors. Schools must actively participate as stakeholders in teacher training processes.

Higher education institutions should transform into research laboratories where academic learning logically transitions to classroom practice, students apply theoretical knowledge through pedagogical readings, scientific-practical seminars, volunteer initiatives.

Primary education professionalism inherently requires specialists' commitment to self-improvement. The training process must, therefore, develop students' capacity for self-

education and autonomous learning, guide independent professional growth rather than imposing rigid standards, align self-improvement with professional identity formation. The key lies not in providing students with ready-made pedagogical templates, but rather in properly guiding them toward independent exploration of professional development pathways. This approach requires helping them comprehend the necessity of aligning self-improvement with the formation of professionalism.

Extracurricular activities and teaching practicums form the foundational experience for future teachers, enabling professional maturation and scientific research (term papers, theses, dissertations) for systematic self-development.

Conclusion. A multi-level professionalism formation model for future primary school teachers must reflect the multifaceted nature of modern teacher training systems, incorporate sequential developmental components, detail implementation technologies across educational stages. Furthermore, developing a model for shaping the professionalism of future primary school teachers requires a systematic understanding of sequential actions incorporating distinct

components, and detailed elaboration of training methodologies within multi-level educational environments.

Thus, professionalism formation constitutes an integrated process of psychological, social, and pedagogical development through which students evolve into complete teaching professionals. This fundamentally involves preparing future primary school teachers for practical pedagogical activities in accordance with the competency requirements set for graduates of higher pedagogical institutions. The development of pedagogical professionalism originates within the professional training system of higher pedagogical education.

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