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ANALYSIS OF PROGNOSTIC AND BASIC COMPETENCIES OF PRIMARY SCHOOL TEACHERS

Abstract: This article examines staffing issues, particularly the competencies of primary school teachers. Emphasis is also placed on areas of competence such as prognostic, baseline and professional. It was noted that the attitude of primary school teachers to their work should meet the requirements of the state standard. Because primary education is the foundation of everyone's education.

Key words: primary education, prognostic, basic and professional competence, competency assessment.

Language: English

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Introduction

It is well-known that one of the urgent tasks of today is to carry out large-scale reforms, study their experience and achieve new achievements in all spheres of life in order to take a worthy place among the developed countries of the world. Although international cooperation in various fields is bearing fruit, the comprehensive strengthening of the primary education system, the elimination of existing shortcomings, commitment to the profession and professionalism are the key to success. It requires teachers to show initiative, entrepreneurship, creativity and independence. Primary education is a period when education is the basis of the younger generation. For this reason, the primary school teacher is required by the *State Education Standard* to develop children's ability to think logically, intellectual development, worldview, communicative literacy and self-awareness, free thinking, others. to understand their point of view, to encourage them to acquire the skills to express their opinion fluently orally and in writing. In other words, in order to eliminate the monotony of the teaching process in the primary

school, to ensure the diversity of the teaching process, to introduce a wide range of advanced pedagogical and innovative technologies. trying to create and implement applications is a requirement of the present time. A competent approach to education is aimed at making a professional effort in the same informed society and training a modern teacher who is able to teach students in accordance with the requirements of modern society.

In general, the training of a future primary school teacher is a complex and multifaceted process, and the teacher's personal qualities, competencies, which are important for future professional activity, are defined by the state education standard (DTS) and the lim direction is aimed at shaping in accordance with the qualification requirements. Professional competence consists of basic and special competencies. At this point, it makes sense to answer the question of what is competence. *Competence is a broad concept that the ability of an individual to have a certain level of skill or ability or experience. It can be used for many aspects of one's life, including education.* The concept was first introduced to education through a 1972

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report by a commission headed by E. For, a UNESCO organization. However, there are still many opinions and comments on its true meaning. The first is the ability to apply theoretical knowledge in practice. It can be said that competence is not the ability to put theoretical knowledge into practice. The second is to differentiate competence from knowledge, skills and competencies. This is also a misinterpretation of competence.

The knowledge, skills, and competencies identified in the curriculum are themselves systematic elements of competence. The development of prognostic competencies in educators requires the

application of advanced pedagogical practices and modern teaching aids, the most effective methods and approaches. It should also be noted that the formation of basic education competencies comes through a wide range of knowledge, skills and competencies. Each subject has its own place and significance. In order to form the basic educational competencies, first of all, they should be integrated into the curricula and programs of each course or module, including in preparation for reprint. Only then will primary school teachers develop core competencies. The characteristics of the competencies corresponding to the primary education system are as follows:

search - ask around, get information;

thinking - to establish the relationship between past and present events, to take a critical approach to this or that idea, to be able to withstand insecurity and complexity, to take a place in discussions and to develop personal opinion;

collaboration - the ability to work in a team, to make decisions, to resolve conflicts, to develop and fulfill commitments;

take over - start work, take responsibility, join a group or team, contribute, organize your work;

adaptation - the use of new information and communication technologies, overcoming difficulties, finding new solutions.

Picture 1.

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These competencies can be acquired by students if the following conditions are met: the active nature of teaching; the educational process is aimed at developing independence and responsibility for the results of their activities; creating the conditions for gaining experience in achieving the goal. Competency building is :

- ❖ the study of goal setting and planning to achieve activities;
- ❖ learn to find important information using open sources (such as dictionaries, textbooks);
- ❖ improve teamwork skills, express opinions;
- ❖ contribute to the overall result;
- ❖ take responsibility for the work performed; develop skills of independent creative work;
- ❖ learn to apply knowledge and skills in real situations; tasks such as inculcating self-control skills.

Taking into account the general criteria for assessing the content of competence:

- readiness to demonstrate competence (ie motivational aspect),
- acquisition of knowledge in the context of competence (ie cognitive aspect),
- experience of demonstrating competence in different standard and non-standard situations (i.e. behavioral aspect), d) attitude to the content of competence and the object of its application (value-meaning aspect),
- the process is the result of emotional volitional management and demonstration of competence.

Therefore, primary school teachers need to ensure the following main objectives: to develop the student's personality, his creative abilities, interest in reading, the formation of desire and skills to read; fostering a sense of morality and aesthetics; mastering the system of knowledge, skills and abilities, experience in the implementation of activities; maintaining and strengthening the physical and psychological health of students; supporting student individuality. In the modern education system, a competent approach ensures the quality of education, serves to increase student engagement. The role of the teacher is important. In order to increase the effectiveness of primary education, teaching materials and educational technologies should be selected in accordance with the goals and objectives of education. Only then will students, as well as teachers, be able to effectively develop basic and scientific competencies. In this process, the teacher needs to constantly enrich their professional knowledge, to be equipped with information and pedagogical technologies. Today, secondary schools require comprehensive universal knowledge and skills, as well as the experience of independent work and the formation of a system of personal responsibility of students, that is, the basic competencies that determine the quality of modern education. There is currently no generally accepted definition of competence. Basic competencies are

universal competencies in nature and application. Basic competence is the ability to read, the ability to develop oneself. It is the ability and skill in any field of activity, the ability of a person to perform various tasks. They are formed within each subject. The formation of basic competencies remains the main goal of teaching today, as it allows the student to realize their academic success. The primary school teacher should have a clear idea of the economic knowledge and skills that students need to acquire in order to be able to adapt economic knowledge to the content of the subject. Given that today's student is yesterday's kindergartener, and that the contingent of students includes pre-school children raised at home and in the family, the teacher is required to take a separate, differentiated approach to them.

The process of improving and updating the prognostic competence of primary school teachers includes: professional training; organization and management of pedagogical processes; be aware of scientific advances; mastery of modern pedagogical and information technologies; humanization and democratization of education; be able to direct education to the individual student; preparation for innovative activities based on the national orientation of education. Theoretical knowledge of how to organize a lesson or lesson should be enriched with practical skills. However, today's modern educator:

➤ *have a well-developed scientific thinking, professional knowledge, ie a deep knowledge of their subject, a master of pedagogical communication, pedagogical psychological and methodological knowledge and skills, and be able to analyze various pedagogical situations;*

➤ *have the ability to choose didactic methods and means of pedagogical influence, to use a combination of monodidactic systems;*

➤ *be able to apply in practice associative-reflexive, behavioral, internalizing, developmental, neurolinguistic, programmed and suggestive learning technologies;*

➤ *must have a high level of pedagogical skills, including communication skills, in-depth mastery of the rules of pedagogical techniques (speech, facial, limb and body movements, facial expressions, pantomime, gestures).*

In conclusion, the role and importance of primary education in our country during the period of reform, that is, in the system of continuing education, has increased to a high level. The material and spiritual ideology of teachers has increased. They need to ensure that students have a constant interest in science and learning in the learning process, in line with the requirements of the new era. At the same time, we believe that the analysis of teachers' prognostic and professional competencies and the corresponding incentives not only increase the teacher's passion for the profession, but also ensure the quality of the lesson.

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