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## **DIDACTIC POSSIBILITIES OF PROFESSIONAL COMPETENCE IMPROVEMENT OF FUTURE PRIMARY CLASS TEACHERS IN DISTANCE EDUCATION CONDITIONS**

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### **ABSTRACT**

This article describes in detail the modern conditions and didactic opportunities for improving the professional competence of future elementary school students in the conditions of distance education.

### **KEYWORDS**

Distance education, elementary school, professional competence, conditions, didactics, opportunity.

### **INTRODUCTION**

On the basis of educational civilization and overall sustainable development of mankind, the transition from learning to active-competent education paradigm has led to an increasing demand for competitive personnel in line with the modern trends of society's development. In the context of globalization, the quality of higher education ensures the country's stable competitiveness and "improvement of primary

education process assessment and integration-innovation tools, implementation of educational content that allows to achieve high results", improvement of methodological training of future primary school teachers the problem of "organizing an effective educational process in primary education" became particularly relevant.

Organization of higher education in the world on the basis of distance requirements and content renewal, integration with science and production, methodical preparation of future teachers for distance education, information and communication support for studying in an electronic educational environment, extensive scientific research is being carried out in the field of distance learning opportunities. At the same time, improving the professional-methodical training of future elementary school teachers as a socially and professionally mobile, competitive staff in the labor market, able to work in their specialty at the level of world standards, on the basis of a competency approach, in accordance with modern educational trends, is of urgent importance.[1]

At a time when the requirements for methodical training of the future primary school teacher in distance education conditions are constantly changing, it is necessary to study advanced foreign experiences, develop the didactic foundations of distance education, create pedagogical conditions, the content and structure of the activity, criteria and levels of formation, method, tools, model, improvement of teaching quality, as well as development of theoretical and practical methods of improvement of methodical training of future elementary school teachers in conditions of distance education in pedagogical higher education institution on the basis of competence approach is of great importance.

For this, it is necessary to create the possibility of practical, integrated application of the knowledge acquired by the future elementary school teacher in everyday life, to develop methods of improving skills and qualifications.[2]

Bringing a new approach to education to every elementary school teacher, responding to methodical, scientific, innovative and modern requirements, as indicated by the socio-economic relations occurring in our country, the changes in the public education system and the adopted regulatory and legal documents. such an important task is being set. These goals are directly related to digital and distance learning, and allow to distinguish specific links for primary education, which can form a network in the implementation of education and methodical system in the programs of various educational subjects, curricula, textbooks. For example, according to the decree of the President of the Republic of Uzbekistan No. PF-279 of June 15 "On organization of admission processes to state institutions of higher education", 3,610 distance education courses are available for higher education in the 2022-2023 academic year. the allocation of quotas also serves to ensure the performance of a number of tasks [3].

Starting from April 1, 2020, distance learning platforms were launched in order to ensure the continuity of the educational process in the republic's higher education institutions and to methodically support the learning activities of students from a distance. Such platforms, first of all, gave students the opportunity to organize an educational process in a completely new format, that is, in a virtual environment.

For this, first of all, attention was paid to the creation of educational resources for the programs of the subjects of the current semester based on the curricula of educational areas and specialties.[3]

To date, modern distance learning resources have been created from more than 6,102 subjects taught in higher education and placed on the distance learning

platforms of each higher education institution. The following structured content on the distance learning platform will be included.

As a result of the use of modern methods in the conditions of distance education, students develop the skills of independent thinking, analysis, making the necessary conclusions, freely expressing their opinion, being able to defend it, active communication, discussion, debate. These methods serve to increase the activity between tutors and students in distance education, to activate the learning of students, to develop their personal qualities, and to increase the effectiveness of training by using interactive methods.

By improving the methodical training of the future primary school teacher in the conditions of distance education, we understand the training based on the scientific worldview in a continuous connection with the general psychological-pedagogical and innovative training on the teaching methodology of primary education subjects.

Methodological training is a component of primary school teacher training, which cannot be separated from educational activity.

Distance education can be used to equip future primary school teachers with various subject methodologies. These are:

- mathematics teaching methodology;
- mother tongue and reading literacy;
- technology teaching methodology;
- methodology of teaching natural sciences. [4]

Based on the achievements of the above distance education conditions and methods of teaching primary school subjects, it can be said that one of the rules of professional education of the future primary school teacher is the ability to organize a modern approach from the point of view of competence. Implementing it in practice means introducing a new approach to educational content, method and technology. It is the content of competence and the concepts related to it that are the main units of updating the content of education and related to education. Improving professional competence in the conditions of distance education, the personal qualities of the future primary school teacher express his existing knowledge, acquired skills, tried practical experience, all his abilities, personal qualities and integrative directions suitable for our nationality. Competence acquired in the conditions of distance education serves to fully ensure the professional preparation of the future primary school teacher and strengthens the consideration of modern conditions for methodical training: organizational, methodical-technical, pedagogical-psychological factors.[6]

The system of improving methodical training in the conditions of distance education, creating modern conditions, features of professional and methodical importance, as well as general cultural (aesthetic, philosophical, didactic, educational), scientific (practical, theoretical, methodical), psychological-pedagogical and based on the requirements of the national program based on the competency approach, it is a complex dynamic system that includes knowledge, skills and qualifications on the methods of using innovative pedagogical and information and communication technologies in practice.

In our work, we recommend the following conditions for improving the methodical preparation of the future elementary school teacher in the conditions of distance education, increasing his professional competence, diversifying organization in specific and cognitive situations:

1. The professional competence of future elementary school teachers in the conditions of distance education is the ability to organize organizational factors in clear and cognitive situations in modern conditions, taking into account the possibilities of learning and imparting knowledge, connecting the activities of future elementary school teachers with schools on the basis of distance training, distance education. It is possible to ensure the stability of the practical achievement of the level of a professional pedagogue by having the knowledge, skills and qualifications of future primary school teachers in the current conditions, and by being able to organize all of them in specific and cognitive situations in a diversified manner.

2. The professional competence of future elementary school teachers in the conditions of distance education, the ability to organize methodological and technical factors clearly and diversifiably in cognitive situations in modern conditions, with material-technical, educational-methodical, electronic educational resources in the qualitative organization of the educational process. to provide, to increase the possibility of independent learning of future elementary school teachers in the conditions of distance education, to create distance education platforms, to be able to organize experience in concrete and cognitive situations by diversifying the level of a professional professional pedagogue.

3. The professional competence of future primary school teachers in distance education conditions, the ability to diversify pedagogical and psychological factors in modern conditions, the ability to establish a motivational attitude in learning and teaching, the future primary school teacher through distance education conditions it is possible to ensure the stability of the practical achievement of the level of professional mature pedagogue, to improve methodological preparation, by organizing reflexive activity, awakening the motivation to become a creative person in the future elementary school teacher. It is psychological-pedagogical opportunities to increase the theoretical, scientific, practical and methodical reserve through distance education, and thereby to lay the foundation for the mental development of students in primary grades, for the future primary school teacher to know the level and capabilities of mental activity of students and to act accordingly especially important.[5]

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