

FORMATION OF PEDAGOGICAL COMPETENCE IN PRIMARY PREPARATORY TEACHERS BEFORE THE CONVOCATION

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Abstract. *This article discusses the factors affecting the pedagogical and psychological competencies formed in primary school teachers before the call. In addition, this article also expresses opinions and considerations about the interdependence and necessity of pedagogical and psychological competencies necessary for a teacher..*

Key words: *Pedagogical-psychological competence, basic training to exhaustion, student, weapons, military equipment, ability, process, management, process, Homeland.*

Enter. Today, creative and innovative models aimed at developing pedagogical and psychological competencies of primary school teachers are being widely implemented in the educational process. In particular, new approaches are being developed to form professional competence through the systematic use of pedagogical and psychological mechanisms of pedagogical training. The "Cooperation Strategy in the Field of Education and Training" developed by the Council of Europe states that competency-based and acmeological approaches are considered the main methodological platform for the continuous development of the competencies of specialists working in this field. In particular, the integrated development of personal and professional resources is identified as an important factor in preparing educators working in the military field for the modern teaching profession.

The main part. Competence is the presence of knowledge, skills and abilities, the ability of a specialist to find his place in society, in a team, to demonstrate his high motivation through his abilities, to demonstrate his demand as a specialist and to fully apply his potential in practice.

Competence, although it arises naturally as a result of acquiring knowledge, is not a direct product of knowledge, but is formed as a product of a person's self-development. Personal growth, self-expression, which is directly related to the psychological factor of a person, but to his activity, is a process that is formed over the years as a product of professional activity.

Based on the above factors, it can be said that competence views, first of all, promote the ability of a person to find the right way out of various obstacles and problematic situations associated with professional activity in the military. While working in the military, future officers have to perform training and combat tasks with subordinate personnel. In addition, there are stereotypes that have been formed in society and have remained unchanged for years, and in order to meet the requirements of the stereotypes, future officers are required to have a number of specific personal qualities and abilities.

Research shows that the following pedagogical and psychological competence factors should be formed in primary school teachers before the call-up.

1. Management competence. This competence develops and improves the ability to manage in combat with military equipment and weapons.

2. Decision-making competence in non-standard situations. This competence of the student is improved by creating various artificial situations in the process of practical application of weapons and combat equipment against a conditional enemy by the training leader.

3. Competence in improving decision-making techniques. During practical training, students are taught not only the operation of equipment, but also the technique of making the right decisions in atypical situations. The process of constant self-improvement leads to the development of service skills in them.

4. Competence in self-control in combat situations. During practical training, students, based on the requirements of the combat equipment driving course, perform exercises in situations similar to combat situations, such as passing through artificial obstacles, crossing destroyed and damaged bridges. As a result of performing these exercises, the skills of skillfully controlling equipment are developed and improved.

The research team's ongoing analysis of the tactics of conducting combat operations and the tactics of using troops in combat in the armies of developed countries around the world shows that organizing a battle, conducting combat operations, and achieving success in battle are processes that are directly related not only to weapons and combat equipment, but also to the human factor. Taking these factors into account, educating students in the spirit of patriotism in the educational process and in everyday activities is a particularly important task, instilling in them feelings of love for the Motherland.

Until the upcoming call, the instillation of patriotic feelings in the minds of primary school teachers, loyalty to the oath to the Motherland, the correct formation of concepts such as military duty, love for one's chosen profession, and adherence to the rules of wearing a military uniform are constantly being carried out not only during training, but also in everyday activities.

In particular, upon admission to the faculty of higher education, they are introduced to the history of the development of the faculty, through photos and videos highlighting the heroism shown by the faculty graduates in combat operations, and through direct interviews with graduates serving in the security forces of the Republic of Uzbekistan. According to the faculty's agenda, the morning distribution begins with the singing of the anthem of the Republic of Uzbekistan and the simultaneous raising of the State Flag, which forms a sense of respect for state symbols in students.

It encourages a broader understanding of the concept of the flag. The conducted analysis shows that students who have consistently and systematically shown respect for state symbols have a deeper understanding of respect for state symbols.

In our opinion, the following factors directly affect the level of pedagogical and psychological preparation of primary school teachers before the call:

- sufficient provision of information and communication technologies that allow independent acquisition of knowledge.
- access to the Internet and social networks;
- availability of electronic textbooks;
- availability of highly qualified professors and teachers and the opportunity to receive

relevant advice from them;

- creation of an atmosphere of striving for group learning;
- motivation for students to learn;
- monitoring of students with low performance and establishing systematic work with

them.

Physical fitness of primary school teachers: A primary school teacher is required not only to have strong knowledge, but also to be a leader who is physically strong, able to adapt to different climatic conditions, and capable of conducting tactical actions in any weather conditions. From this point of view, attention to the physical fitness of primary school teachers begins during their student years.

In the preparation of teachers of the subject of primary training before the upcoming call, harmoniously teaching subjects of the military direction together with subjects of the civilian direction will help to form their pedagogical potential as well as their competencies in the military field. In this regard, it is worth paying special attention to what professional competencies students can acquire through in-depth mastery of military subjects.

Tactical training. The subject of tactical training is considered the main subject of military training, and all other military subjects are supposed to be taught in connection with this subject.

In order to master the discipline of tactical training, each student must have the necessary basic knowledge. This knowledge includes the methodology for effectively organizing and teaching initial training before conscription, the basics of firing, elements of technical training, military topographical knowledge, the basics of military psychology and pedagogy, as well as the methodological aspects of ideological and educational activities carried out in military units.

Also, through the methodology of educational work (TIM) and pedagogical technologies used in teaching the disciplines of CHQBT, students gradually develop the basic professional competencies necessary for a military serviceman.

The table of competencies formed as a result of teaching tactical training in conjunction with other subjects, in an integrated system, can be shown as follows.

“Training camps, which are considered the final stage of the military training process, serve to consolidate the knowledge and skills acquired by students in theoretical and practical terms. At this stage, practical skills in performing tasks within the scope of the military accounting specialty are deepened, as well as target shooting exercises from small arms, competitions in military-practical sports, and final certification events are held. At the same time, as an important component of the training camps, a ceremony of swearing in students to the Motherland is also planned. These camps usually last 15 days and only students who have successfully passed the prescribed military training tests are involved in them. The list of students participating in the training camp is announced and approved by order of the rector of the higher educational institution.

During military training, students are subject to the requirements of the General Military Regulations of the Armed Forces of the Republic of Uzbekistan.

Also: “The knowledge of students during military training is checked and assessed in accordance with the legislation.

After completing military training, students who have successfully passed all types of control and training camps are put to the final state certification of military training. Students who have passed the final state certification of military training and successfully completed the full course of the bachelor's degree are awarded the military rank of "lieutenant" in the prescribed manner and are called up for active military service or transferred to the reserve or reserve."

The specifics of the activities of teachers of basic training before conscription - requiring a high level of attention, command and leadership potential, as well as the management of situations associated with dangerous situations - raise urgent questions about what level of knowledge, skills and training future military officers should have. The effective organization of the educational process creates a favorable opportunity for the formation and development of pedagogical and psychological competencies in teachers of basic training before conscription.

Teachers of basic training before conscription have several competencies, but based on professional competencies, they need to form specific psychological knowledge. So, what are these competencies? And how are they formed? Competence, as a characteristic of an individual, has various manifestations: the level of work ethic, the ability to express oneself as a person, manageability, leadership competence, etc.

In our opinion: "the pedagogical and psychological competence factors of teachers of primary preparatory subjects before the call are:

- the ability to make the right decisions in different situations and in short periods of time;
- management skills;
- psychological skills;
- pedagogical skills;
- professional skills in a professional direction;
- cultural skills;
- stress tolerance;
- the presence of a speech culture;
- the ability to unite a team, etc."

The analysis shows that: "the development of pedagogical and psychological competence factors of teachers of primary training before conscription is carried out in a certain environment and conditions. The formation of pedagogical and psychological competence, together with professional competencies of teachers of primary training before conscription, is directly manifested in the process of activity and in various non-standard situations." Students studying at the Faculty of Military Education should not only acquire professional competencies in their fields, but also have excellent pedagogical and psychological preparation. Graduates who are well-rounded, well-educated, distinguished by psychological stability and a sense of professional responsibility will be ready to work as specialists. Only then will he be able to carry out his duties thoroughly, effectively and independently.

Based on the above scientific and theoretical analysis, it is clear that it is important to form the necessary pedagogical and psychological competencies in teachers of primary preparatory subjects before the call. In this regard, the main conceptual directions of these competencies and effective mechanisms for their formation are highlighted below.

A graduating student must have the following competencies:

1. General cultural competencies (UC):

- to act within the requirements of the Constitution and laws of the Republic of Uzbekistan in any situation (UC-1);
- to fully understand the social significance of his profession, to understand his civic and official duty, not to go beyond the generally recognized rules of etiquette, to constantly adhere to the requirements and norms of pedagogical etiquette during his activities (UC-2);
- tolerance in the working group, respect for national values, respect for any religious and confessional communities, and the ability to make the right decisions in conflict situations from a diplomatic point of view (UC-3);
- Ability to apply a critical thinking approach in the process of completing each task, develop the ability to control personal activities, demonstrate the ability to conduct logical observations, analyze information and process it systematically (UC-4).
- Ability to correctly assess one's abilities, constantly work on oneself, quickly adapt to changing conditions, and improve knowledge, skills and qualifications within the framework of the requirements of professional activity (UC-5);
- improve the ability to attract an audience, constantly work on written and oral speech, be able to motivate students to learn, work with each student based on their abilities (UC-6).

2. In military activities (HK):

- have a high level of military training, make correct and quick decisions in stressful situations, mentally prepare personnel to perform combat missions, be a leader in a subordinate unit, be formed as a commander with leadership skills, educate personnel and carry out work to improve their living conditions (HK-1);
- be an example in wearing military uniforms, observing the rules of military etiquette, strictly comply with the requirements of the regulations (HK-2);
- be able to unite a multinational military team and lead it towards a single goal, to form qualities such as courage and bravery in the team when performing combat missions (HK-3);
- conduct high-quality combat training exercises with subordinate personnel, the ability to analyze trends in the development of the military sphere, and correctly analyze the political goals of combat operations (HK-4).

3. In pedagogical activities (PK):

- The teacher must have a deep understanding of the content of the subject in his/her specialty, be able to effectively use modern information and communication technologies in the lesson process, and be able to successfully apply interactive teaching methods in practice (PK-1).
- to educate students during the lesson, instill in them the idea of love for the Motherland, respect for national traditions and values (PK-2);
- to be able to form ideological immunity in students, analyze foreign ideas and ensure that they are not absorbed into the minds of students (PK-3);

In recent years, another type of competence has been highlighted in scientific literature and practice - extreme-psychological professional competence, which is manifested in teachers of primary training before the call in extreme conditions that suddenly occur. The extreme environment of teachers of primary training before the call involves the implementation of a number of valuable personal qualities by a specialist: quick reaction, flexibility of thinking, courage, responsibility, willingness to take risks, moral choice, self-confidence, self-motivation, optimism, among others. Given the direct connection with extreme situations in the process of activity, it is reasonable to say that extreme-psychological competence is one of the competencies that must be formed. Also, in the professional training of primary school teachers before the call, along with pedagogical-psychological competencies, the formation of socio-communicative, reflexive and cognitive competencies is also of great importance. It is the combination of these competencies that forms a stable psycho-pedagogical basis of professional activity. Based on the analysis of the existing real situation and opportunities in the development of pedagogical-psychological competence, we consider it appropriate to put forward the following basic principles aimed at the formation of this competency:

- Principle of integrity: ensuring the gradual formation of necessary competencies through interdisciplinary integration in the educational process, in-depth psychological study of the audience and student personality, and the organization of practical exercises in a complementary and consistent manner;

- Principle of consistency: providing future teachers with the necessary knowledge, as well as a gradual explanation of psychological conditions and problems that may arise during their activities, directing them to practice;

- Principle of creativity: developing a critical and creative approach in pedagogical activities, creating conditions that allow the individual to demonstrate his creative abilities, and encouraging him to work on himself;

- The principle of simple to complex: taking into account the sequence convenient for mastering pedagogical and psychological skills, the use of methodological approaches aimed at organizing complex interpersonal relationships, starting from simple tasks;

- The principle of dialogization: enhancing the interactivity of the educational process by forming effective dialogue and mutual understanding between participants in the educational process;

- The principle of innovation: the use of modern methods of psychological influence, the introduction of innovative tools and methods into the educational process, the use of advanced technologies aimed at ensuring pedagogical efficiency and effectiveness.

- personalization, which involves increasing their interest in science by involving them in various circles, taking into account their individual characteristics and interests in certain areas;

In conclusion, based on the analysis conducted to determine the content and essence of the pedagogical and psychological competencies of pre-service teachers of primary education, it was shown what theoretical and practical components are embodied in this concept.

From this point of view, we interpret competence as an integral that expresses the ability of a person to effectively apply his acquired theoretical knowledge, practical skills and professional qualifications in real activities. The level of competence is inextricably linked with the psychological and professional characteristics necessary for working in this field, which provides important information about the level of professional training of a person.

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