



## Formation Of Professional Pedagogical Competence of Future Primary School Teachers on The Basis of Creative Approach

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### ABSTRACT

The article stems from a theoretical and practical study of the role of student teaching in the formation of the foundations of professional competence of students in the system of higher professional education. Modern higher vocational training puts forward problems on formation of a wide spectrum professional competence graduates, and country high schools are interested to prepare the competitive experts claimed on a modern labour market.

### Keywords:

Professional competence graduates, pedagogical activity, comprehensive, extracurricular educational activities, versatile, pedagogical conditions, empathy.

The implementation of the modern educational paradigm depends in many respects on the primary school teacher, who is a spirituality and high moral standards, intelligence, professionalism, creative pedagogical thinking, humanism of pedagogical activity and is distinguished by its humanitarian orientation. Graduates of higher education institutions - future professionals in the field must not only have the knowledge and skills necessary for self-realization in the professional field during their studies, but also acquire new skills. They must develop and nurture professionally important qualities. To achieve this goal, the whole set of pedagogical tools is used, including the training of students who will master the qualities that meet the qualification requirements. The organization of such system of vocational training of the future teachers, will promote formation of the professional competence. In the course of student teaching it gives a special urgency to creation of necessary conditions for formation of the professional competence at students of pedagogical high schools, fulfilment of the

realized choice of a trade by them according to own abilities, the reached level of preparation and personal motivation. All it testifies to an urgency of a question of formation of bases of the professional competence of the modern higher school. The professional and educational activities of primary school teachers have their own characteristics, training them in all disciplines of the human and natural-mathematical cycles, comprehensive, extracurricular educational activities part of getting things done. Professiogramme primary school teacher reflects a significant amount of integrative components of its educational activities, which combines the functions of subject teachers and the classroom teacher and, therefore, poses a constant need to develop his teaching skills. It is on the teaching skill of formation at the first teacher who called three or four years to implement cognitive and educational work with younger schoolchildren, their parents, colleagues, community, independent of physical and spiritual health of the child, the formation of personality, able to cooperation,

harmoniously positive relations to society, self-expression and creativity. And to begin the development of teaching skill of primary school teachers should have a higher education institution. Thus, there should be a close connection between theory, method and teaching technique in shaping the professional skills of primary school teachers. The formation of pedagogical skills is effective in an environment where this process is structured, continuous, through the levels of development of all components of a particular concept as dynamic characteristics of the individual. The role of self-education in this process is enormous. The components of the pedagogical skill of different types: internal - motivational, cognitive, reflective, external - organizational, activity, productive. The personality of primary school teachers is extremely versatile, and in each case are certain valuable points. That primary school teacher combines two specialties. It should be an expert not only on what the subject, who teaches, but also a teacher and educator, that is to combine the skill of the teacher and educator. Teaching, he not only sends pupils to knowledge, but also instills humane ideals, to awaken the need for socially useful activity, has an active position. Reforms in Kazakhstani society affect almost all elements of the education system - the content, methods and forms of education, methods of performance evaluation, management and financing, the creation of material and technical resources. The diversity and non-traditional nature of the pedagogical tasks that can be solved defines the problems of preparing the primary school teacher to solve them. Now, the progressive tendencies are joined in development of the higher pedagogical education rapidly. For example, appearance of the variative technologies, focused on subjectivity, creative individuality of the students, activation of their internal resources, etc. One of the major modern directions in meeting the challenges for forming the readiness of pedagogical potential is determination of pedagogical conditions at the higher school, development of learning technologies, aimed at bridging the gap between theoretical knowledge and

professional skills and abilities of the future primary school teacher. The complex of pedagogical conditions is provided with holistic perception of the united parts, and it is determined by the unity of tasks, the principles, regularities, forms, methods and means of achieving the goal for forming the readiness at future teachers. For the last decades in Kazakhstan it is more and more realized that mental and physical disability of the child don't deny human essence, ability to empathy, acquirement of a social experience. In this regard joint form of training children with the normal and developmental disorders should favorably affect not only development of the personality of disabled children, but also their normally developing peers. of a position of acceptance, tolerance, empathy to –special|| pupils, the aspirations to help them, which are formed at interaction of the child with features in development and their normally developing schoolmates in united educational space, reduces risk of emergence of aggression at the last mentioned. However, many primary school teacher are insufficiently ready to work with disabled children. Moreover, the problem of teacher training of primary education for work with disabled children in the training system is developed insufficiently in higher education institutions as well. Organizing training of primary school teachers for work with disabled children, we have to know accurately not only essence, but also structural components of required readiness. Only on that condition it is possible to carry out purposefully and qualitatively this process. It should be noted that the lack of a systematic approach to the problem of preparing future primary school teachers to work in inclusive education institutions in the context of higher education, the lack of necessary competencies, and the lack of a basic idea for future professionals is the result. About the integrity of the concept of working with such children. This article identifies the main pedagogical conditions for the formation of the readiness of future primary school teachers to work together in a modern educational space in accordance with the special educational needs of children. Essential Skills for Student Learning.

Consider and respond appropriately to the needs, feelings and capabilities of others. Being tactful, compassionate and respectful.

#### **HIRING COMPETENCY**

- Act as a role model for students, demonstrating professionalism in communication and manner
- Demonstrate clear, concise verbal and written communication skills
- Seek to understand other peoples' ideas and concerns
- Communicate with others in a non-threatening manner
- Ask questions to clarify and understand others
- Assume responsibility and creatively work with families who may be reluctant to engage in educational situations.

Create and maintain an optimal learning environment for each student. Appropriately manage student behaviour and classroom dynamics.

#### **HIRING COMPETENCY**

- Ensure a safe and supportive place to learn with clear routines and expectations
  - Anticipate potential issues and re-direct or de-escalate behavior
  - Re-direct student behaviour with warmth, empathy, and sensitivity to students' status as a learner
  - Treat mistakes as a part of learning
  - Organize classroom for student learning and ownership
  - Ensure that consequences are meaningful and respectful with the goal of restitution for all.
- The use of a variety of information and communication tools in the programmed learning technology provides focusing on meta-subject results, involving integration of various subject areas with the computer science, which leads to IT development of students' consciousness. Gamification is seen as one of the innovative technologies which are going to have a significant impact on education in the most technologically developed countries of the world and it is considered one of the new approaches which can bridge the gap between the generation of teachers and the generation of students. It is in these contexts that experts appreciate the universal character of gaming

used in the classroom, as homework or final testing, or used as the main learning activity to motivate students, improve their skills and quality of education, including when teaching modeling. The development of professional competence of future teachers on the basis of a person-centered approach is aimed at changing their personal readiness for the process of future professional and pedagogical activity. Different scholars' views on the definition of "professional competence" are considered. The model of developing personal and professional competence of future teachers is presented, which consists of four components: target; content-organizational; diagnostic and reflexive-prognostic component.

#### **Conclusion,**

It was found that if the system of teaching methods is focused on the study of the humanities, it is possible to create a humanistic personality of the teacher. Such a person meets the requirements of a civilized society, because the process of humanitarian education takes precedence and is built on the unity of the components of cognitive, activity-behavior, need-motivation and content. The development of a future teacher's humanist personality is possible with the specially selected teaching methods in the educational process. The prospects for this study are included in the following:

- Identification of the procedure for selecting teaching methods for the development of humanist personality of the students at pedagogical universities;
- Conducting the research on motivated comprehension of theoretical knowledge, mastering practical skills, the formation of personal and professional qualities.

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