



## Development of professional and ethical competence of primary school teachers in the system of professional development

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### ABSTRACT

Organization of the system of continuous professional development of pedagogic staff is the urgent task of today and the reforms implemented in the field of education are expanding more than ever. In this article, the author of the pedagogic staff, in order to increase the attention to the issue of education through the continuous professional development of the pedagogues, should work tirelessly to improve their professional and ethical competence, so that they can have a positive effect on the students. It is thought that it can be considered as a matching mechanism.

### Keywords:

Continuous professional development, professional and ethical knowledge, pedagogical ethics, professional development.

The President declared 2023 as "the year of attention to people and quality education". Quality education and qualified personnel have been appreciated in every place and time. In educational institutions of our country, the personality of a teacher for a primary school student is a strong factor of his all-round development, future professional and life achievements, and in many ways it is a general determinant of the pedagogue's ability to develop a moral and moral foundation in the student, an integrative embodiment of professional and moral knowledge, skills and qualities, his related to professional and ethical competence.

Special competences represent the uniqueness of a specific subject or cross-subject field of professional activity. Special competences can be considered as the implementation of basic and basic competences in the field of educational science, in the specific field of professional activity.

It is known that all three types of competencies are interrelated and develop at the same time, which forms an individual style of pedagogical activity, creates a holistic image of a specialist, and ultimately ensures the formation of professional competence as an integrative personal description of a specialist. Basic, basic and special competences, "absorbed" into each other, are expressed in the process of solving vital professional tasks of different levels of complexity, using a certain educational environment.

The competent approach can be considered not only as a means of updating the content of the teacher's professional activity, but also as a mechanism to adapt it to the requirements of the time. It makes significant adjustments to the organization of the professional activity process, gives it an active, practical character, as it allows to focus on the development of basic competencies and exclude secondary material.

In relation to the process of teacher training, it is intended to create a clear structure of the educational process, which is thought out in all parts of the implementation of the functions and principles of the competent approach aimed at the formation of the professional and moral competence of the primary school teacher:

- structuring the content of the educational process from the point of view of a competent approach;

- organization of the training process based on diagnostic measures that allow to clearly monitor the results and the success (development) in the formation of the main professional and ethical characteristics in each module of training;

- implementation of training courses on the basis of modern educational technologies, taking into account practical and active approaches;

- organizing an inter-course period (conferences, auditions, master-classes, seminars, roundtable discussions) taking into account the formation of special qualities and the implementation of various forms of professional-creative activity in real pedagogical conditions;

The design of the content of professional development is carried out on the basis of the principle of integration of the content of professional ethics, which reveals the specific characteristics of pedagogical activity in the field of pedagogy and professional ethics, the connection and generality of professional and ethical culture. Acquiring pedagogical ethics helps to deepen the formation of professional and ethical competence. Only this way of looking at professional-ethical competence, perceiving it in the context of wider professional-pedagogical processes, in our opinion, can be the basis for designing the adequate content of professional development aimed at developing this competence.

Therefore, educational activities should enrich students not only with knowledge, but also with the experience of creativity, emotions, and self-management skills. In the content of self-management skills educational material, describe one's situation and its causes, feelings, experiences, subjective comfort-discomfort in

the activity, satisfaction with its process and result; tasks that allow to assess one's own competence on the subject, to understand the level of knowledge and information acquisition, tasks that allow to justify their personal importance, to explain individual advantages in new learning methods, to analyze and describe the strengths and weaknesses of activities, their sources, to direct activities, to perform and corrections based on control methods and the availability of others. The entire educational material that students work with can be structured according to sections: informational-discursive, practical-transformative and reflexive, thereby ensuring the holistic formation and development of the professional-ethical competence of the primary school teacher.

Therefore, it is necessary to organize the educational process in order to form the need for the pedagogue not only to systematically re-understand his professional and ethical experience, but also to develop it in the future. In this way, the student of the course becomes an active subject and not just an object of educational activity.

In addition, the teacher gets into the conditions of collective education and participates in the process of changing himself and others, organized on the basis of individual and collective reflection, first of all, exchange of experience and innovations.

It turns out that the primary factor of the primary school teacher's professional activity is his professional and moral competence as an integration of his professional and moral qualities. It is also clear that the problem of developing such competence cannot be solved instantly. This is a complex and long-term process of training a new generation of teachers. At the same time, in the development of professional and ethical competence, it is important to effectively use the possibilities of the training system, relying on the existing experience of this activity and applying new approaches and pedagogical actions to it in order to increase its effectiveness.

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