



## PROFESSIONAL COMPETENCE OF THE TEACHER IN PROVIDING INTERDISCIPLINARY INTEGRATION IN PRIMARY EDUCATION

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**ABSTRACT:** - In this article, the ways of developing the teacher's professional competence in the provision of interdisciplinary integration in primary education, and its uniqueness, are outlined. Also, the article provides valuable recommendations on psychological-pedagogical and methodical preparation for interactive design of the educational process, ensuring interdisciplinary harmony in solving educational tasks.

**KEYWORDS:** Primary education, interdisciplinary integration, teacher's professional competence, educational process, design, methodical training, educational task, interdisciplinary harmony.

### INTRODUCTION

In today's globalization and information society, at every stage of continuous education, the fate of the country is considered as an urgent issue for the training of competitive and qualified personnel with excellent knowledge and outlook. One of the important tasks facing the continuous education system of the new Uzbekistan is the training of qualified specialists who can use

their potential to the maximum during their professional activities, who are professionally and socially active[1]. Therefore, it is important to determine the pedagogical conditions, direct and indirect influencing factors that ensure the effective formation of professional competences of future primary education teachers.

Today, the superiority of an integral and non-standard approach to the formation of

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professional competences of the personnel being trained all over the world is clearly visible. It is recognized by influential international experts that the traditional approach to the training of professional personnel is not effective enough, and in this regard, determining the role and importance of professional and personal competencies, determining the level of determinants of knowledge and skills in relation to the demands and needs of the changing labor market is recognized as the main task of today's pedagogy [2].

One of the conditions that ensure the elimination of the identified problems is the improvement of the quality of education based on an integrative approach.

It is of valuable scientific importance to determine the ways and characteristics of the teacher's professional competence development in the provision of interdisciplinary integration in primary education, the psychological-pedagogical and methodical training of teachers in the interactive design of the educational process, and the problem of ensuring intra-disciplinary and inter-disciplinary harmony in solving educational tasks.

Materials and Methods. Today, in pedagogical practice, there is no single approach to defining the concept of "professional competence of a teacher", so the concept of "professional competence" does not have a clearly defined definition. The concept of a teacher's professional competence is interpreted in the field literature as follows: "a teacher as a carrier of certain values, ideas and pedagogical consciousness, having the necessary knowledge and skills that determine his pedagogical activity, pedagogical communication and personality" [3, p. 62].

A.K. Markova thoroughly analyzes professional competence and defines it as follows: "Professional competence is a system consisting of such components as professional knowledge, skills, professional psychological conditions, relationships required by the profession, personal characteristics that ensure the acquisition of professional knowledge and skills" [4, 9 b.].

Studying the characteristics of the professional activity of a primary education teacher, we came to the conclusion that the following are typical for representatives of the field:

has a system of knowledge about a child of junior school age, about his psychophysiological characteristics;

is a carrier of information in humanitarian and natural science fields;

freely understands modern variant programs of primary education; mastered various methods and methods of teaching primary education subjects (has polymethod literacy);

He is an ideal (model) of humanity for elementary school students and a professional of developed empathy.

The analysis of existing works allowed us to distinguish the following components in the structure of professional competence of primary education teacher: psychological-pedagogical, professional, methodical and personal competence.

Competence is the sum of knowledge, skills and abilities acquired in the educational process or the level of success in interaction with the environment. It is more appropriate to associate professional competence not with training, but with activity.

The main characteristics of the primary education teacher's subject competence are

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the following: the availability of the necessary knowledge and skills for the primary education teacher in the fields of mathematics, natural science, modern mother tongue and literature, as well as their application skills.

The importance and feature of methodical training of primary education teachers is the integration of special (subject-related) psychological-pedagogical and methodical knowledge.

In our opinion, in order to solve these tasks, modern primary school teachers should be able to clearly feel the integrative nature of primary education, both organizationally and substantively, and the integrative direction of their future professional activity. The need for integration in the professional training of primary school teachers is one of the main conditions determining the effectiveness of professional competence formation. In other words, methodical training of primary school teachers will be effective only when considered from the point of view of an integrative approach.

Educational scientists of our republic E.O. Turdikulov, R.H.Djuraev, O.Abdquddusov, O.I.Avazboev, O'.Q.Tolipov, N.Hurboev; It has been widely studied by R. G. Safarova and others [5].

Integration is "bringing scattered, piecemeal, separate things into a whole, whole, systematized state, directing a whole set of knowledge about nature, knowledge of various disciplines to solve a single goal. It represents the wholeness of the universe" [5, 25].

Interdisciplinary relations arouse enthusiasm for knowledge, increase interest in science, deepen knowledge, help in the formation of professional interests. Integration in education makes it possible to fulfill the

developmental function necessary for comprehensive and holistic development of the student's personality, interests, motivations and needs for knowledge. Such lessons develop students' potential, stimulate knowledge of the surrounding reality, develop logical thinking, communication skills.

Discussions and Results. The content of the subjects taught in the primary education system can be assessed as integration of knowledge, ensuring intra-subject and inter-subject harmony, interaction and complementarity in solving educational tasks. This involves:

polytechnic development of young people, introducing them to modern and promising technologies of materials, energy and information transformation, taking into account economic, environmental and entrepreneurial knowledge, acquiring general labor skills and abilities;

creative and aesthetic development of students;

acquisition by students of skills and abilities necessary for life, including moral culture and conflict-free communication in the course of work;

to provide students with self-awareness, study of the world of professions, practical experience of the elements of professional activity, so that they can choose a profession based on themselves.

Organic integration in pedagogical practice requires taking into account that the effectiveness of the process depends not only on "structural connections of the educational content, but also on the interaction of the possibilities, interests, motives and even moods of the subjects of the pedagogical system" [6, 57]. At the same time, the

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contradictory nature of the interaction can equally lead to both positive and negative or neutral results. If we combine the structurally purposeful connections of the educational content with the energy reserve of a person directed to the future or promising field, the nature of the interaction can be fully revealed. In other words, in pedagogical systems, goals and conditions are created as if from outside, but they should motivate the teacher and his students to their goals, which, in turn, is combined with a common desire for mutual change and development.

One of the indicators of educational integration in primary educational training is the levels of its implementation: intra-subject connections, inter-subject connections, integrity.

The level of connections within the subject is the formation of basic knowledge, skills and competences within the framework of a certain educational subject.

The next level of integration of primary education training is the level of interdisciplinary communication. The interdisciplinary degree envisages the integration of general disciplines. At this level, the integration of academic subjects is carried out on the basis of the educational subject, but each of the interacting subjects retains its conceptual basis.

The level of integrity of integration in primary education classes is high, and in this activity, students are formed the skills of career guidance, critical and logical thinking in solving problems, and practical and independent application of knowledge.

Therefore, pedagogical integration in a broad sense is the process and result of the development of multifaceted human integrity in the context of the implementation of

integrative and pedagogical activities. At the same time, development is the process of progressive change of physical, mental and spiritual characteristics of a person, formation is the emergence of physical, mental and spiritual neoplasms in a person, acquisition of new physical, mental and spiritual formations of relative stability, accuracy and completeness.

## CONCLUSIONS

No matter what level of pedagogical activity in primary education, in whatever form pedagogical integration is implemented, its final result will be qualitative changes in the personality of a child of primary school age.

An integrated educational environment not only provides deepened knowledge integration, but also allows to imagine, know and understand the whole picture of the world.

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