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Specific Features of Developing the Independent Work Competence of Future Primary School Teachers Based on The Harmony of Universal and National Values

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Abstract: This article highlights the theoretical and methodological foundations of forming the independent work competence of future primary school teachers. In the study, this competence is analysed as the harmony of a person's spiritual and moral worldview, motivation and cognitive abilities, and the four-component structural model of the competence — motivational, value-based, cognitive-constructive and reflective — has been substantiated.

Keywords: Competence, axiological approach, interiorisation, integration of practice, reflective assessment.

Introduction: The independent work competence of future primary school teachers is an integrated system of professional experience, personal qualities and motivation. This competence is determined by the teacher's ability to incorporate national and universal values into pedagogical activity. In his or her activity, the teacher manifests national spirituality as the "core" and universal values as the "breadth of worldview". Relying on these values in setting pedagogical goals, substantiating the educational process and making decisions ensures the formation of the teacher as an independent, creative and responsible specialist. Ultimately, a competent teacher not only provides knowledge, but also acts independently and effectively

in educating a harmoniously developed generation possessing national and universal qualities.

In creating the criteria base for determining the level of formation of the independent work competence of a future primary school teacher, not only professional standards, but also the integration of national and universal values are of great importance. In the process of analysing pedagogical activity, independent work competence manifests itself as an integral quality determining the moral and professional maturity of the teacher. This ensures that the teacher makes each pedagogical decision through the prism of national pride, ancestral heritage, as well as such universal values as humanism, justice and tolerance. As a result, the requirements defined in professional standards are harmonised with the national mentality and modern educational approaches, further enhancing the independent work competence of the future teacher. Therefore, independent work competence is not merely a professional qualification, but a fundamental basis that ensures the teacher's success in the global educational space while preserving his or her national identity.

The professional standard of pedagogical activity developed on the basis of the system-activity approach serves as an important methodological foundation in determining the functional duties and competencies of the teacher, and this standard makes it possible to assess the teacher's professional training as a holistic system and is considered a key factor in the successful implementation of the pedagogical process.

In analysing the independent work competence of a future primary school teacher, it is advisable to understand the diversity of relationships and communication in his or her activity, as well as to harmonise personal potential with national and universal values. From this point of view, the main functional tasks of independent work competence are manifested in mutual integration. The cognitive function ensures not only the teacher's mastery of modern pedagogical knowledge, but also its enrichment with our national values — ancestral heritage and national ideas — and its independent application in the educational process. The independent work function covers the process of searching for non-standard approaches in solving pedagogical problems and making decisions based on the universal principles of humanism, justice and tolerance. The research function means applying a value-based approach in analysing the educational environment and continuously improving one's pedagogical experience on the basis of the national mentality and the requirements of modern educational standards. The reflective function involves

using national and universal values as measurement criteria in the process of understanding one's own activity and oneself as a person, while the motivational function implies harmonising the teacher's internal need for professional activity with high spiritual and moral goals and turning the process of independent learning into a source of continuous development. Activating independent learning technologies aimed at value-based choice creates an opportunity to improve learners' independent thinking and reflective analysis skills. Each function reflects the multifaceted structural composition of teaching activity in primary grades. Such an integrative approach forms the teacher not simply as a performer of tasks, but as a creative pedagogue who preserves national values in the educational environment and contributes to universal development. This defines the teacher's independent work competence as the fundamental basis of his or her personal and professional maturity.

The substantiation of activating independent learning technologies aimed at value-based choice as a means of simultaneously improving learners' independent thinking and reflective analysis skills expresses, as a scientific novelty, the scientific and methodological basis of the process of transforming the learner from a passive recipient of knowledge into an active, critical and self-regulating subject.

In the process of professional training of future teachers, solving non-standard pedagogical problems has a systemic character, and it performs important functional tasks in the formation of the teacher's professional competence. (Figure 1.3) In students, the motivation to strive for independent educational and cognitive activity is integrally integrated with the processes of clarifying their professional trajectory, realising their personal capabilities and individualisation on the basis of the improvement of their cognitive activity. This process requires from the teacher not only professional skills, but also the integration of national and universal values into his or her activity. When solving non-standard pedagogical situations, if the teacher's independent work competence is harmonised with the person's spiritual and moral worldview, he or she finds his or her individual professional style. In this, national values — the specificity of upbringing and education, and universal values — such qualities as humanism, free thinking and tolerance — are manifested as the basis of independent work. The teacher's cognitive activity, that is, the aspiration to independently acquire new knowledge, is directed precisely through the prism of these values toward the final professional goal — educating a harmoniously developed generation. As a result, solving non-standard problems in pedagogical activity leads to the formation

of the teacher's personal "I" and to his or her self-development as a professional. This approach enables the teacher to adapt to changing conditions in the educational process, to have creative freedom and to approach his or her activity with responsibility.

It is known that the professional formation of each person and the development of professional knowledge require the systematic mastering of the experience of certain practical activity. Therefore, the future specialist creates, enriches and supplements personal experience of professional activity on the basis of his or her creative potential. It is on the foundation of precisely such subjective experience that students have the opportunity to thoroughly master theoretical knowledge in higher educational institutions.

In turn, the development of the independent work competence of a future primary school teacher proceeds more effectively in an independent learning environment. The independent work competence of a future teacher, formed on the basis of the harmony of universal and national values, is clearly manifested not simply in collecting information or reading books, but precisely in the ability to creatively solve unexpected, non-standard and problematic pedagogical situations.

The interiorisation of universal and national values into the educational process in pedagogical activity helps to ensure the continuity of spiritual heritage.

The interiorisation of universal and national values into the educational process in pedagogical activity means the process of instilling these values into pupils' inner world, beliefs and personal views. This process serves to ensure the integral unity of education and upbringing. In the lesson process, the teacher meaningfully illuminates universal ideas and national traditions. Pupils not only learn these values, but also begin to manifest them in their behaviour. Through interiorisation, external information turns into internal moral norms and personal values. As a result, pupils develop spiritual maturity, national self-awareness and humanistic qualities.

In determining the structure of the value-based independent work competence of future primary school teachers, we take into account the requirements of the professional standard of pedagogical activity, the criteria of national upbringing and the harmony of universal values. The process of developing this competence is carried out through the following systemic functions:

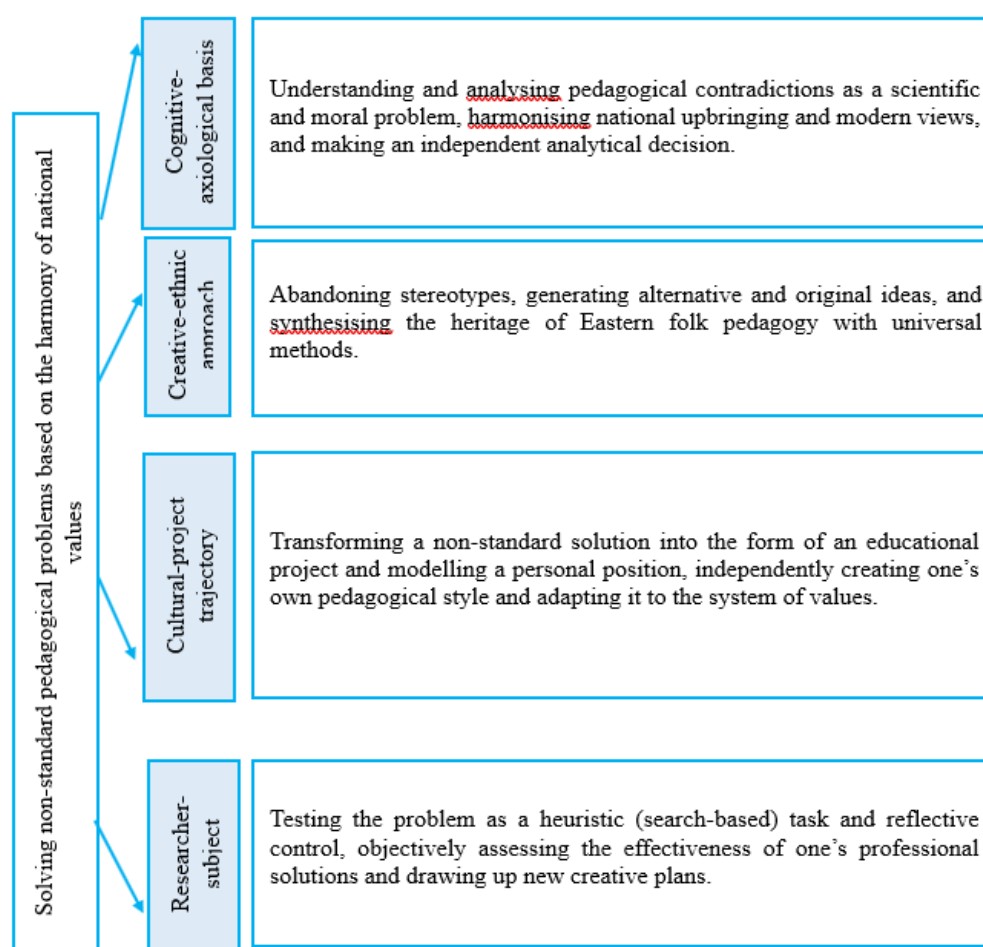


Figure 1.4. Model of the value-based independent work competence of future primary school teachers.

In revealing the structure of the independent work competence of a future primary school teacher, we relied on the generalised point of view that value determines the procedural component of activity. The essence of the value-motivational component is determined by the concepts of “value” and “motive”. In various sources, the concept of “value” is interpreted as the importance, significance, usefulness and benefit of something. Externally, value appears as a property of an object or phenomenon. Values are subjective assessments of specific characteristics, phenomena and qualities. The system of values plays the role of everyday guiding instructions in a person’s objective and social reality, including pedagogical activity. “Material values” and “spiritual values” are distinguished. The concept of “universal values” is well known. The analysis of pedagogical ideas and educational values makes it possible to conclude that throughout the history of human civilisation, beginning from ancient times, universal values have served as moral guidelines for constructing a person’s worldview.

There are many variants of classifying the concept of “value” for various reasons. Values are distinguished according to spheres of existence, origin and carriers, and values are divided into positive and negative types. In philosophy, value denotes the personal, socio-cultural significance of certain objects and phenomena.

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