

## DEVELOPMENT OF PEDAGOGICAL SKILLS IN PRIMARY SCHOOL TEACHERS

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### Annotation

The article actualizes the problem of the development of pedagogical skills among teachers of the Uzbek school as a new value in their professional development. Achieving a new quality of education depends on the personality of the teacher.

**Keywords:** human capital of a teacher, soft skills of teachers, educational event, primary general education.

### Introduction

One of the targets in the development of education is to strengthen the position of the Republic of Uzbekistan in the world market of educational services. At all levels of the implementation of these tasks, there is an understanding that the teacher is an important figure in the ongoing changes in education [1].

In this regard, it is natural to increase the requirements for the human capital of a teacher, which is a set of indicators of professional experience, knowledge and skills, social and economic needs used to solve professional and personal problems [2].

According to the theory, human capital is divided into general (universal skills and knowledge) and specific (competences and skills that create returns in a particular workplace, in a particular profession and industry). It is traditionally believed that the success of an individual largely depends on specific human capital, which reflects his professional skills [3, 4].

At the same time, international experts argue that general skills are important for the new economy of the information society. “Skills of the 21st century”, “universal competencies”, “socio-emotional skills”, various types of “new literacy” are recognized as the most in demand, since they can “work” in a variety of professions and industries [5, 6, 7]. The importance of general skills or types of literacy in the modern world is also indicated by the fact that their study is carried out within the framework of international monitoring (PIAAC, STEP).

The shift of priorities towards the skills necessary for a new quality of human life in the new millennium define a new agenda for the development and evaluation of



general and specific human capital, including that of a teacher [8, 9, 10]. This circumstance is fundamentally important in understanding the new value of postgraduate development of teaching staff and determines the relevance of studying the identified problem at the socio-pedagogical level.

The concept of soft skills ("soft" / flexible competencies) has recently been developed in foreign scientific and expert communities. At the state level, projects are being developed that involve the introduction of soft skills into educational standards, curricula of educational organizations [11, 12, 13].

This is due to the fact that the changes at the end of the twentieth century have transformed the traditional idea of professionalism. The COVID-19 pandemic and the restrictions associated with it gave an additional impetus to changing the forms of employment of the population, to ensuring the availability of obtaining "narrow" knowledge and the flexibility of technologies in communication and interaction between people. Human knowledge acquires a new value and cannot be limited to only one area of life [14, 15, 16].

And today it is not enough for a teacher to have competencies that are directly related only to his professional activity, it is important for him to have meta-competences at a high level. After all, they are the basis for obtaining new knowledge. The above makes it necessary to consider the problem at the scientific and pedagogical level [17, 18].

In modern conditions, the psychological and pedagogical direction of research is of particular importance, which emphasizes the importance of soft skills for the professional activities of a teacher. The relevance of these studies, among other things, is determined by the crisis situation, which is characterized by the ineffectiveness of traditional approaches to the education of a new generation of students - "digital natives". On the agenda is the question: "For the sake of what to teach?" The teacher turned out to be unprepared for the fact that today's children, who live in the new millennium, are not enough just to be educated. Their successful socialization and quality of life will depend on how well they have developed "future skills". And if we take into account the fact that a number of flexible skills begin to form in childhood, namely, from the first steps of systematic education, then conditions for the effective development of these flexible skills should be created for the child already in primary school.

However, it will certainly be difficult for a teacher to form these skills if he does not own them a priori. The indicated positions determine the relevance of the issues of scientific and methodological support for the development of soft skills among



teachers, determining the criteria for the development and sufficiency of soft skills to solve the problems of education in the new conditions, which predetermines the scientific and methodological level of relevance of the named problem.

Thus, in the practice of developing flexible skills among primary school teachers, there is a contradiction that needs to be resolved, namely between the need to form "flexible skills" in younger students and the insufficient level of formation of these competencies among primary school teachers, as well as the lack of systemic measures to develop soft skills in the context of formal and informal advanced training for teachers.

The above contradictions point to the problem associated with the insufficient readiness of primary school teachers to develop soft skills in their students.

The identified problem is also determined by the fact that teachers are not sufficiently motivated for professional development in terms of mastering "soft skills", and in the practice of advanced training, technologies and techniques focused on the development of soft skills among primary school teachers have not been sufficiently developed.

## **Conclusions**

Summarizing the main provisions of this article, we can conclude the following.

Firstly, the actualization of the task of developing flexible skills among primary school teachers required changing the formats and technologies of interaction between the teacher and the student, on the one hand, and students among themselves, on the other, in the conditions of formal advanced training.

Secondly, the choice of forms of interaction focused on the development of soft skills among teachers is determined by a number of current trends, including the need to create collaboration and teamwork.

Thirdly, the achievement of a new quality of primary general education is due not only to professional competencies, but also to the abilities for communication, cooperation, teamwork, public skills, the ability to present one's ideas, creatively solve the problems of pedagogical practice formed by the primary school teacher.

In other words, flexible competencies determine the professional success of a teacher today.



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