

The Importance of Professional-Gnostic Competence Development of Future Primary Class Teachers

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Abstract: This article examines the significance of developing professional-gnostic competence among future primary school teachers. Professional-gnostic competence encompasses the ability to acquire, process, and apply pedagogical knowledge effectively, ensuring high-quality educational outcomes. In the article it is highlighted that the key components of this competence, including subject-specific knowledge, methodological expertise, and diagnostic skills essential for assessing students' learning needs. The article also examines innovative teaching strategies, reflective practices, and digital tools that contribute to the enhancement of teachers' professional-gnostic abilities. By analyzing theoretical foundations and practical implications, this article emphasizes the necessity of integrating professional-gnostic competence development into teacher education programs to improve teaching efficiency and student engagement.

Keywords: Significance, developing, professional-gnostic, competence, future primary school teachers, educational outcomes.

Introduction: The development of professional-gnostic competence among future primary class teachers is crucial for ensuring effective and high-quality education. In an era of rapid educational transformation, teachers must possess deep pedagogical knowledge, diagnostic abilities, and adaptability to diverse learning environments. This competence enables teachers to analyze students' cognitive development, select appropriate teaching methods, and create an inclusive and engaging classroom atmosphere. Moreover, it fosters lifelong learning and professional growth, equipping educators with the necessary skills to meet contemporary educational challenges. Enhancing professional-gnostic competence in teacher training programs contributes to the overall improvement of primary education, ultimately shaping well-rounded, knowledgeable, and capable future generations.

The development of professional-gnostic competence among future primary class teachers in Uzbekistan is a critical aspect of ensuring high-quality education at the foundational levels. In the context of modern pedagogical advancements and educational reforms, fostering professional-gnostic competence enables

future educators to acquire essential theoretical knowledge, pedagogical skills, and cognitive abilities necessary for effective teaching and student engagement. One of the key aspects of professional-gnostic competence is the ability to critically analyze, interpret, and apply pedagogical theories in practical classroom settings. This competence encompasses understanding the psychological and cognitive development of young learners, designing age-appropriate instructional strategies, and utilizing innovative teaching methodologies. In Uzbekistan, with its ongoing educational modernization, the preparation of primary class teachers requires an integration of traditional teaching methods with contemporary approaches, such as interactive learning, digital tools, and differentiated instruction.

Furthermore, professional-gnostic competence includes mastery of subject knowledge and the ability to present complex concepts in a simplified and engaging manner. Future primary class teachers must be adept at fostering a child-centered learning environment that encourages curiosity, creativity, and critical thinking. This competence also involves the capacity to assess students' learning progress

effectively, adapt teaching methods based on individual needs, and provide constructive feedback that enhances academic growth.

In the Uzbekistani educational context, professional-gnostic competence is crucial for achieving the national goals of competency-based education. The alignment of teacher training programs with global standards, the incorporation of evidence-based teaching practices, and the enhancement of teachers' reflective skills contribute to the overall improvement of primary education. Moreover, developing this competence allows teachers to respond effectively to diverse classroom dynamics, including multicultural and multilingual learning environments, which are increasingly relevant in Uzbekistan's evolving educational landscape.

Challenges remain in the development of professional-gnostic competence, particularly regarding access to continuous professional development opportunities, availability of modern teaching resources, and the implementation of updated curricula in teacher education institutions. Addressing these challenges requires a multi-faceted approach, including policy reforms, investment in teacher training infrastructure, and collaboration between educational institutions and governmental bodies.

Literature review

The development of professional-gnostic competence in future primary school teachers is a critical aspect of teacher education, encompassing the acquisition of deep knowledge, practical skills, and reflective practices necessary for effective teaching. This literature review examines various studies that have explored the components, significance, and methods for enhancing gnostic competence among prospective primary educators.

Normurodova emphasizes that the content of special and methodological competencies requires clarification concerning specific subjects within the primary school curriculum [1]. Given that primary teachers are generalists, teaching multiple disciplines, it is essential to delineate the specific competencies related to each subject to ensure effective instruction.

Samsonova et al. [2] highlight the necessity of forming educational and research skills in future teachers, considering these skills foundational to their readiness for innovative activities. The study indicates that a low level of proficiency in research activities correlates with reduced readiness for innovation, underscoring the importance of gnostic competence in adapting to educational advancements.

Maltseva and Makarova [3] discuss the implementation

of competency-based approaches in training future primary school teachers. They propose that integrating content, methodological, and practical components in teacher education programs can enhance professional competencies, including gnostic skills. Petrovici [4] explores the application of competency-based approaches in training future primary school teachers, suggesting that such approaches can effectively develop the necessary competencies for teaching.

DISCUSSION

The general cultural competence of a primary education teacher, oriented towards the system of universal human values while considering various social, national, and value-semantic directions, encompasses several key aspects. These include possessing socio-cultural and intercultural communication skills that ensure the adequacy of social and professional interactions within religious, professional communities, and groups in Uzbek society. It also involves readiness to work collaboratively, the desire to uphold social relations based on accepted ethical and legal norms, respect for others, and maintaining trustworthy partnerships. A primary education teacher must understand the significance of humanistic values in preserving and advancing modern civilization, demonstrating ethical responsibility towards the surrounding environment, society, and cultural heritage. They should be equipped with the intellectual legacy of scientific thought aimed at addressing global and universal challenges. Furthermore, they must develop critical thinking skills, the ability to analyze and synthesize information, set goals, determine effective strategies for achieving them, and master both oral and written communication.

Competence in intellectual development, self-management techniques, and tools for personal and professional growth is essential. This includes maintaining cultural awareness, enhancing professional competencies, safeguarding personal health, and achieving moral and physical well-being. The ability to adopt a civic stance in socially and personally conflicting situations is also crucial.

Additionally, a primary education teacher should be knowledgeable about their rights and responsibilities as a citizen, capable of utilizing the Civil Code and other legal documents in their professional activities. They must demonstrate a commitment to fostering and contributing to societal development based on the principles of humanism, freedom, and democracy. A dedication to continuous personal and professional growth, the ability to critically assess strengths and weaknesses, devise a personal development roadmap,

and select appropriate self-improvement tools are essential. Finally, they must possess high motivation for their professional activities, recognizing the social significance of their future profession and its impact on society [5].

The general cultural competence of a primary education teacher, oriented toward the system of universal human values while considering various social, national, and value-semantic directions, includes several key aspects. These include an awareness of religious and professional communities and groups within Uzbek society, as well as the ability to engage in socio-cultural and intercultural communication that ensures the adequacy of social and professional interactions.

A primary education teacher should possess teamwork readiness, demonstrate respect for others, adhere to ethical and legal norms in social interactions, and maintain responsible and trustworthy partnerships. Additionally, they should recognize the significance of humanitarian values in preserving and developing modern civilization, while also being prepared to accept ethical obligations toward the environment, society, and cultural heritage.

Mastery of scientific thought and intellectual heritage related to addressing global and universal human challenges is crucial. Furthermore, the ability to analyze and synthesize information, set goals, and determine pathways to achieve them reflects a high level of cognitive culture. Proficiency in both oral and written communication, along with the capacity for intellectual development, self-management, and application of methods for continuous self-improvement, is essential for professional growth.

A primary education teacher should also strive to enhance their cultural level and professional competencies while maintaining their physical and ethical well-being. They must be capable of taking a civic stance in socially and personally conflicting situations, understanding their rights and responsibilities as a citizen, and effectively utilizing legal documents such as the Civil Code and other regulatory frameworks in their professional activities [5].

Commitment to the principles of humanism, freedom, and democracy is necessary for fostering societal progress. A continuous aspiration for self-improvement, skill development, and critical assessment of personal strengths and weaknesses enables a teacher to develop an effective personal growth plan. Lastly, a high level of motivation for professional activity is essential, alongside a deep understanding of the social significance of their future

profession.

CONCLUSION

Thus, fostering professional-gnostic competence among future primary class teachers in Uzbekistan is a fundamental step toward enhancing the quality of early education. By equipping educators with robust pedagogical knowledge, reflective practices, and innovative teaching strategies, Uzbekistan can ensure that its primary education system is well-positioned to meet the demands of the 21st century. Future research should focus on evaluating the effectiveness of teacher training programs, identifying best practices for professional competence development, and exploring new pedagogical models that align with Uzbekistan's educational reforms. The reviewed literature underscores the multifaceted nature of professional-gnostic competence, highlighting its critical role in the effective teaching and adaptability of future primary school educators. Clarifying subject-specific competencies, fostering educational and research skills, and implementing competency-based training approaches are pivotal strategies for enhancing gnostic competence.

The development of professional-gnostic competence in future primary class teachers is a crucial aspect of teacher education, ensuring that educators possess the necessary theoretical knowledge, pedagogical skills, and reflective abilities to foster effective learning environments. This study highlights the significance of integrating subject-matter expertise, cognitive flexibility, and innovative teaching methodologies to enhance teachers' professional preparedness. A comprehensive approach to developing professional-gnostic competence involves a combination of theoretical instruction, practical training, and continuous self-improvement. The integration of modern pedagogical strategies, digital tools, and research-based methodologies significantly contributes to the formation of a well-rounded, competent primary teacher. Additionally, fostering analytical thinking, problem-solving skills, and adaptability to educational challenges is essential for sustaining professional growth and maintaining high teaching standards. Future research should focus on exploring advanced methods for assessing professional-gnostic competence, identifying best practices in teacher training programs, and evaluating the long-term impact of competence-based education on teaching effectiveness. Strengthening collaboration between educational institutions and professional development programs will further enhance the quality of primary teacher preparation.

Thus, the professional-gnostic competence of future

primary class teachers plays a fundamental role in shaping the effectiveness of early childhood education. A well-structured training framework that prioritizes both theoretical knowledge and practical application will ensure the development of highly skilled educators capable of meeting the evolving demands of the educational landscape.

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