

## FORMATION OF SELF-DEVELOPMENT COMPETENCE IN FUTURE ELEMENTARY SCHOOL TEACHERS

*Ortiqova Dilsabo Munavvarjon kizi*

*2nd year student of TDPU named after Nizomi*

**Annotatsiya:** Bo'lajak o'qituvchilar sifatida boshlang'ich maktab o'qituvchilari uchun dinamik ta'lim sohasidagi muammolar va imkoniyatlarni samarali boshqarish uchun o'z-o'zini rivojlantirish kompetentsiyasini rivojlantirish juda muhimdir. Ushbu maqolada bo'lajak boshlang'ich sinf o'qituvchilarida o'z-o'zini rivojlantirish kompetentsiyasini shakllantirishni o'rganish uchun zamin yaratadi, o'qituvchilarni sinfda va undan tashqarida muvaffaqiyatga tayyorlashda shaxsiy o'sish, kasbiy rivojlanishni o'rganadi.

**Kalit so'zlar:** boshlang'ich sinf, kasbiy rivojlanish, aqliy rivojlantirish, hissiy intellekt, emotsional intellekt, chidamlilik, mulqot, qobiliyat.

**Аннотация:** Будущим учителям очень важно развивать компетенции саморазвития, чтобы эффективно управлять проблемами и возможностями в динамичной сфере образования. В данной статье закладываются основы изучения компетентности саморазвития у будущих учителей начальных классов, исследуется личностный рост, профессиональное развитие в подготовке учителей к успеху в классе и за его пределами.

**Ключевые слова:** начальная школа, профессиональное развитие, умственное развитие, эмоциональный интеллект, эмоциональный интеллект, устойчивость, коммуникабельность, способности.

**Abstract:** As future teachers, it is very important for primary school teachers to develop self-development competence to effectively manage challenges and opportunities in the dynamic field of education. This article lays the groundwork for the study of self-development competence in future elementary teachers, explores personal growth, professional development in preparing teachers for success in the classroom and beyond.

**Key words:** elementary school, professional development, mental development, emotional intelligence, emotional intelligence, resilience, communication, ability.

### INTRODUCTION.

In the dynamic landscape of education, the role of primary school teachers goes beyond imparting knowledge to ensure the holistic development of young learners. As future teachers, primary school teachers must have a strong foundation in self-development competencies to effectively manage the complexity of the classroom environment and support student growth and well-being.

## **MATERIALS AND METHODS.**

Self-development competence includes a range of personal and professional skills that enable teachers to reflect on their practice, engage in continuous learning and adapt to evolving educational environments. It includes self-awareness, self-regulation, resilience, empathy and a growth mindset – fostering positive teacher-student relationships, promoting student success and overall qualities that are essential for improving educational efficiency. Self-development competence enables teachers to engage in reflective practice, critically evaluate teaching methods, and make informed decisions to improve instructional strategies and student outcomes. Developing Self-development Competency through which prospective elementary school teachers can enhance their professional growth, stay abreast of educational trends, and continuously improve their teaching practices to meet the diverse needs of students. Teachers with strong self-development competencies have high emotional intelligence, which enables them to empathize with students, effectively manage classroom dynamics, and create a learning environment conducive to academic and social-emotional development. Challenges and self-development competence in the face of uncertainty equips teachers with the resilience and flexibility to overcome obstacles, embrace change, and proactively respond to the changing demands of the teaching profession. encourage teachers to keep reflective journals to document their thoughts, experiences and understandings, self-awareness and critical reflection in their teaching practice.[3]

Provide mentoring and coaching opportunities for teachers to develop their self-development skills and receive feedback, guidance and support in improving their teaching skills offer workshops and training on topics such as mindfulness, emotional intelligence, growth mindset, and stress management to enhance developmental competencies. Conduct peer collaboration and feedback sessions where teachers engage in constructive dialogue, share best practices, and can receive input from colleagues to facilitate continuous growth and self-improvement.

Self-development competence plays a decisive role in improving the daily practice of primary school teachers in many ways. Self-development competence enables elementary teachers to engage in reflective practice that enables them to critically analyze teaching methods, assess student progress, and make informed decisions about improving instructional strategies. By developing self-development competencies, teachers can enhance their personal growth, self-awareness, and emotional intelligence. This, in turn, helps them better understand their strengths and areas for improvement, leading to more effective teaching practices. Teachers with strong self-development competencies can engage in ongoing professional development. They seek opportunities to learn new teaching methods, stay abreast of educational trends, and advance their skills to meet the changing needs of their

students. Self-development competencies develop emotional intelligence and empathy in teachers, enabling them to connect with students on a deeper level, understand their feelings and needs, and create a supportive and inclusive classroom environment. Teachers with self-development skills are better equipped to deal with challenges and setbacks in their daily practice. They exhibit resilience, flexibility, and a growth mindset that allows them to overcome obstacles, embrace change, and respond effectively to unexpected situations.[5]

Self-development competence improves communication skills of teachers, allows them to interact positively and constructively with students, parents and colleagues. Clear and empathetic communication fosters strong relationships and fosters a collaborative learning environment. Teachers who prioritize self-development competencies are more adept at managing stress and maintaining a healthy work-life balance. They use self-care strategies, set boundaries, and seek help when needed, leading to increased well-being and job satisfaction. Elementary teachers serve as positive role models for their students by demonstrating a commitment to self-development and continuous learning. They inspire a growth mindset, resilience, and love of learning, encouraging students to pursue personal and academic growth. It allows to improve teaching practice, establish positive relations with students, colleagues and parents, and create a nurturing and stimulating learning environment. By investing in their own growth and well-being, teachers can make a lasting impact on the lives of their students and contribute to the overall success of the school community.

## **RESULTS AND DISCUSSIONS**

Teacher education programs play an important role in the formation of self-development competencies in future teachers. By incorporating specific strategies and approaches, these programs can effectively promote the personal and professional growth of prospective teachers. Teacher education programs can include self-reflection activities to help prospective teachers evaluate their own beliefs, values, and teaching practices. Reflective journals, self-assessment tools, and guided reflection can foster self-awareness and critical thinking about teaching methods. Providing mentoring and coaching opportunities allows prospective teachers to receive guidance, feedback and support from experienced teachers.[3]

Mentors can help them set goals, identify areas for growth, and develop action plans to improve their teaching skills and self-development competencies. Such as emotional intelligence, resilience, communication skills, and stress management offering workshops on topics helps prospective teachers build critical competencies for self-development. These workshops provide practical strategies and tools for personal and professional growth. Encouraging peer collaboration and feedback allows prospective teachers to learn from peers, share ideas, and receive constructive criticism.

Peer observations, collaborative projects, and group discussions foster a culture of continuous learning and mutual support. Incorporating mindfulness practices, relaxation techniques, and well-being strategies into teacher education programs can help prospective teachers manage stress, self- helps to increase self-care and overall well-being. These practices help with their emotional stability and self-development. Teacher education programs can foster a growth mindset in prospective teachers by emphasizing the importance of continuous learning, embracing challenges, and seeking feedback for improvement. Encouraging a positive attitude toward personal and professional development builds self-development competencies. Providing experiential learning opportunities such as internships, practicums, and community engagement projects help prospective teachers apply theoretical knowledge in real-world settings allows. These hands-on experiences foster self-reflection, problem-solving, and flexibility. Incorporating technology tools and resources into teacher education programs allows future teachers to access online courses, learning platforms, and digital resources for self-management and professional growth can increase self-development competencies by giving. By implementing these strategies and approaches, teacher education programs can effectively develop self-development competencies in future teachers, make them successful in their teaching activities and can equip students with the skills, attitudes, and mindsets needed to make a positive impact on their lives is an integral part of its success. These competencies not only benefit teachers by enhancing their professional skills and well-being, but also positively impact student learning experiences and outcomes. This article explores how self-development competencies benefit teachers and students in elementary school education and the ripple effects they create in the classroom and beyond. Teachers with a strong competency in learning are better equipped to adapt to new teaching methods, effectively engage students, and create a dynamic learning environment. Developing self-development competencies promotes personal growth, resilience, and satisfaction in teachers, which leads to increased job satisfaction and overall well-being. Teachers who actively engage in self-development activities can advance in their careers, take on leadership roles, and make positive contributions to the school community. Teachers who prioritize self-development competencies are more likely to use innovative teaching strategies, provide personalized support to students, and provide meaningful instruction that leads to increased academic performance more likely to facilitate the learning experience.[2]

Students benefit from a positive and supportive learning environment created by teachers who are committed to their growth and development, developing a sense of belonging and motivation to learn. Teachers who model self-development competencies inspire students to adopt a growth mindset, set goals, and strive for continuous improvement in their academic and personal endeavors. Teachers with

strong developmental competencies build trusting relationships with students, communicate effectively, and provide individualized support to meet the diverse needs of students. By demonstrating a commitment to self-development, teachers instill a culture of lifelong learning in the classroom, encouraging students to acquire knowledge and pursue their goals with determination. Teachers are self-motivated. students feel empowered and engaged in their learning when they demonstrate developmental competencies, creating a positive cycle of growth, motivation, and success in the classroom.[1]

### **CONCLUSION:**

In conclusion, the development of self-development competencies in prospective elementary teachers is important for their success in the classroom and for their positive impact on student learning and development. By prioritizing the development of self-awareness, resilience, empathy and continuous learning in our teacher education programs, we help aspiring teachers succeed in their roles, inspire their students and learn for the future. We can contribute to the development of education as a transformative force. Through intentional efforts to cultivate self-development competencies, we can become not only knowledgeable and competent, but also kind, thoughtful, and self-caring.

### **REFERENCES:**

- 1.D.R.Babayeva "Theory and Methodology of Speech Development" Tashkent 2018[1]
2. Q. Shodiyeva "Speech development" Teacher: 2008[2]
3. Karima Kasimova, Safo Matchonov, Khalida Gulomova, Sharofat Yoldosheva, Sharofjon Sariyev. Methodology of mother tongue teaching. Tashkent 2022 [3]
4. Karimova V.M., Sunnatova R.I., Tojiboyeva R.N., Independent thinking.-T. Sharq, 2000. [4]
5. Muhiddinov A.G. Speech activity in the educational process. - T. Teacher, 1995.[5]