

# *Professional Competence of Primary School Teachers*

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**Abstract** - The most important characteristic of professional competence is the “focus on the child”. The pedagogical orientation of the teacher on a child is aimed at developing a student's motivation for learning, knowledge of the world, people, himself. It involves taking care of the child, interest in him, love, promoting the development of his personality and maximum self-actualization of his individuality.

**Keywords** - Primary School, Professional Competence, Competence, Self-Improvement.

Life in the real world is overly variable. Intensive development of primary education, a variety of alternative programs, a radical change in the procedural side of instruction highlights the problem of a qualitative change in the teacher's personality, its role and activities in the educational process. Significant changes in education are impossible without fundamental changes in the teacher's professional consciousness. He must constantly cultivate, seek new knowledge. The teacher should not be a translator of knowledge, but a person who is able to design the educational environment of the child, class. Not to mention the fact that he must be an active user of information technology.

There was a lot of new knowledge, concepts that are necessary for the modern teacher. The concept of "competence", "competence" are actively included in the scientific and everyday turnover, characterizing the appropriate level of professional qualification of a specialist.

Competence is the ability of a teacher to act in a situation of uncertainty. The higher the uncertainty, the greater this ability.

For successful introduction of various innovations into practice, for realization in the new conditions, the tasks set,

the teacher should possess the necessary level of professional competence, the desire to achieve success in their activities.

Professionally competent can be called a teacher who carries out a pedagogical activity at a sufficiently high level, pedagogical communication, achieves consistently high results in teaching.

Competence is the ability of the teacher to follow certain standards of behavior, i.e. criteria for how work should be performed, activity. Competences reflect a complex result of activity and include not only knowledge and skills (competencies), but also personal characteristics of a person.

Teacher professionalism provides the following competences of a teacher: general cultural competence, personal self-improvement competence, cognitive-creative competence, value-semantic orientation of a person, communicative competence, information competence, social-labor competence, professional competence of a teacher.

Common cultural competence:

✓ knowledge in the field of national, universal culture;

- ✓ The ability to reflect the personal system;
- ✓ Tolerance to different ethnic cultures.
- ✓ Competence of personal self-improvement:
- ✓ The need to update and realize their personal potential;
- ✓ Ability to self-development.
- ✓ Cognitive-creative competence:
- ✓ Skills of goal-setting, planning, reflection of educational and cognitive activity;
- ✓ Development of creative abilities;
- ✓ Ability to independently acquire new knowledge.
- Value-semantic orientation of the individual:  
Awareness of their role and purpose;
- ✓ need and ability of self-realization;
- ✓ keen construction of life and professional activities.
- ✓ Communicative competence:  
Possession of oral and written communication technologies, including communication via the Internet.
- Information Competence:  
✓ the ability to independently search for, analyze and select the necessary information;
- ✓ regulatory support pedagogical activities;
- ✓ Knowledge of information technology.
- ✓ Labor competence:
- ✓ ability to take responsibility;
- Manifestation of the conjugacy of personal interests with the needs of society;
- Preparedness for independent performance of professional actions.
- Professional competence of the teacher:  
Active life position;
- Professional knowledge and skills;
- professional personal qualities;
- Creative skills.

The “professional competence” of an elementary school teacher is viewed as a collective notion defining the identity of the teacher’s personality as a teacher-educator and a child psychologist. It is based on the teacher’s awareness of his pedagogical abilities, the characteristics of the children’s group, and the prospects for its development. This awareness determines the professional flexibility of the teacher in the selection of pedagogical technologies,

techniques that allow to successfully implement the main goal - to create conditions for the positive development of the personality of the younger student.

The basic professional competencies of a modern primary school teacher can be identified: - the ability to study with students, independently closing their "educational holes"; - be able to plan and organize independent activities of students; - be able to motivate students, including them in various activities that allow them to accumulate - be able to “dramatize” the educational process using various forms of organization of activities, including different students in different types of work, taking into account their skills onnostey and individual characteristics; -vladet design thinking and be able to organize a group project work of students;

-use the evaluation system that allows the student to adequately assess their achievements and evaluate them; - be able to organize the conceptual work of children.

Professional competence of the teacher, reflecting the specifics of work in elementary school.

Primary school teacher should

1. To take into account the peculiarity of the social situation of a first-grader in connection with the transition of the leading activity from playing to educational, purposefully form the children's social position of the student.

2. To ensure the development of the ability to learn (universal learning activities) to the level required for training in basic school.

3. To ensure the achievement of met subject educational results as the most important neoplasms of primary school age when organizing educational activities.

4. To be ready, as the most significant adult in the social situation of the development of a junior schoolboy, to communicate in conditions of a high degree of children's trust in the teacher.

5. To be able to respond to the direct form of treatment of children to the teacher, recognizing them serious personal problems. To be responsible for the personal educational results of their students.

6. Take into account in assessing the success and potential of students the unevenness of the individual mental

development of children of primary school age, as well as the peculiarity of the dynamics of the development of the educational activities of boys and girls.

Modern teachers should be distinguished by high creativity, an orientation towards active creative and transformative activity, and technological readiness.

The well-known expression “People are born, they become a person, they defend individuality!” Once again convinces that the teacher should be an individual in his work. A teacher is a creator and how creatively he is, how much he has something of his own that he can convey to a child depends on his personal success not only as a teacher, but also as a person.

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