PEDAGOGICAL CONDITIONS AND A DIDACTIC MODEL FOR IMPROVING THE SELF-DEVELOPMENT COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS

Qaytarova Nargiza Kaxramanovna
Senior Lecturer, Kimyo International University in Tashkent, Tashkent, Uzbekistan
E-mail: n.qaytarova@kiut.uz
ORCID: https://orcid.org/0009-0005-7812-6513

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Annotatsiya. *Tezisda bo‘lajak boshlang‘ich sinf o‘qituvchilarida o‘z-o‘zini rivojlantirish kompetensiyalarini takomillashtirishning pedagogik shart-sharoitlari asoslab berilgan hamda ularni amalga oshirishga xizmat qiluvchi didaktik model taklif etilgan. Model maqsadli, nazariy-metodologik, mazmuniy, protsessual-texnologik va baholash-natijaviy bloklardan iborat bo‘lib, motivatsion, kognitiv, faoliyatli va refleksiv komponentlarni bosqichma-bosqich rivojlantirishni nazarda tutadi. Kompetensiya darajasini aniqlash uchun mezonlar, ko‘rsatkichlar va darajalar tizimi taklif qilingan.*

Kalit so‘zlar: *bo‘lajak boshlang‘ich sinf o‘qituvchisi, o‘z-o‘zini rivojlantirish, kompetensiya, pedagogik shart-sharoit, didaktik model, refleksiya, individual rivojlanish trayektoriyasi.*

Аннотация. *В тезисе обоснованы педагогические условия совершенствования компетенций саморазвития будущих учителей начальных классов и предложена дидактическая модель их реализации. Модель включает целевой, теоретико-методологический, содержательный, процессуально-технологический и оценочно-результативный блоки и предусматривает поэтапное развитие мотивационного, когнитивного, деятельностного и рефлексивного компонентов. Предложена система критериев, показателей и уровней оценки компетенции.*

Ключевые слова: *будущий учитель начальных классов, саморазвитие, компетенция, педагогические условия, дидактическая модель, рефлексия, индивидуальная траектория развития.*

Abstract. *The thesis substantiates the pedagogical conditions for improving the self-development competencies of future primary school teachers and proposes a didactic model for their implementation. The model comprises target, theoretical-methodological, content, procedural-technological and evaluative-resultative blocks and envisages the step-by-step development of motivational, cognitive, activity and reflective components. A system of criteria, indicators and levels for assessing the competence is suggested.*

Keywords: *future primary school teacher, self-development, competence, pedagogical conditions, didactic model, reflection, individual development trajectory.*

Introduction. Today, as the pace of knowledge renewal accelerates sharply and digital technologies are rapidly entering the educational process, a teacher’s professional training is increasingly viewed not as a one-time result but as a process that continues throughout their entire career. The knowledge and skills acquired at a higher education institution may become outdated within a few years; therefore, the future specialist is expected to update their knowledge independently, analyze their own professional activity and determine the direction of their development on their own. This quality is particularly important for the primary school teacher: they teach several academic subjects, serve as a

personal role model for young learners and lay the foundation of a child’s attitude towards learning.

The educational reforms being implemented in our country also support this direction. The Law of the Republic of Uzbekistan “On Education” establishes the continuity and consistency of education as one of the main principles of state policy in the field of education [1]. The Concept for the Development of the Higher Education System until 2030 sets the tasks of improving the quality of personnel training and orienting the educational process towards the formation of practical skills [2], while the Development Strategy of New Uzbekistan for 2022–2026 identifies human capital development as a priority area [3]. These documents turn the development of students’ capacity for independent growth into an urgent task in the training of teaching staff.

The problem of self-development has been studied from various perspectives in foreign and domestic pedagogy and psychology. M. Knowles put forward the idea of self-directed learning and substantiated the active role of learners in identifying their own needs, setting goals and evaluating outcomes [4]. D.R. Garrison enriched this approach with the dimensions of self-management, self-monitoring and motivation, bringing it together into a comprehensive model [5]. B. Zimmerman described self-regulation as a cyclical process consisting of forethought, performance and reflection [6]. The self-determination theory of E. Deci and R. Ryan shows that intrinsic motivation depends on the satisfaction of the needs for autonomy, competence and relatedness to others [7]. D. Schön, in turn, argued that professional mastery grows through “reflection-in-action” [8]. Within the competence-based approach, I.A. Zimnyaya and A.V. Khutorskoy considered competencies related to self-improvement as part of key competencies [9; 10].

However, in the practice of pedagogical higher education, a student’s self-development is often left as a process that takes care of itself: it has no specific goals, content or assessment tools of its own. Pedagogical conditions and a didactic model that would allow this process to be managed systematically have not been sufficiently developed for students of the primary education program. The aim of the thesis is to substantiate the pedagogical conditions for improving the self-development competencies of future primary school teachers and to develop a didactic model that serves to implement them.

Materials and methods. The research material comprised regulatory and legal documents in the field of education, curricula and course syllabi of the primary education program, as well as foreign and domestic scientific sources on self-development, self-regulation and reflective practice. The study was conducted in three stages. At the first stage, the content and structural components of the concept of “self-development competence” were determined using theoretical analysis and synthesis and comparative analysis. At the second stage, opportunities within the content of curricula and course syllabi that can serve to support students’ independent growth were identified — independent study, teaching practice and assignments in subject-specific teaching methods. At the third stage, a didactic model was designed on the basis of the systemic-structural approach and the method of pedagogical modeling; the components of the competence were transformed into observable indicators (operationalization), and a system of criteria and levels was developed. This thesis presents the results of the theoretical and methodological stage of the research; the effectiveness of the model will be tested through experimental work at the next stage.

Results. Based on the theoretical analysis, the self-development competence of a future primary school teacher was defined as an integrative personal and professional quality

reflecting readiness to consciously design, implement and evaluate one’s own professional development. Four components were identified within it: motivational-value (an intrinsic need for professional growth, acceptance of the teaching profession as a value), cognitive (knowledge of self-development methods, professional requirements and updates in the content of primary education), activity (goal setting, planning, time management, independent work with information sources) and reflective-evaluative (analyzing one’s own activity, identifying achievements and shortcomings, making adjustments to the plan). It was substantiated that the consistent development of these components proceeds effectively when the following pedagogical conditions are ensured.

The first condition is ensuring the student’s agency (subject position) in the educational process. Starting from the first year, each student, together with a teacher-tutor, draws up an individual development trajectory: they identify their own strengths and weaknesses, set specific goals for the semester and choose independent study assignments and additional courses. The opportunity to choose satisfies the need for autonomy and strengthens intrinsic motivation.

The second condition is creating a reflective-evaluative learning environment. A pedagogical diary, an electronic portfolio, self-assessment sheets, peer assessment and video-based analysis of micro-lessons turn reflection into a regular activity. In this case, the grade is given not only for the result but also for how well-grounded the student’s analysis of their own development process is.

The third condition is integrating the content of self-development with professional disciplines and teaching practice. Self-development is carried out not as a separate “additional” class but through assignments embedded in the content of pedagogy, psychology and subject-specific teaching methods: during practice, the student identifies a problem in their own lesson, tries out a way to solve it and analyzes the result (small-scale action research). The involvement of an experienced school teacher-mentor provides a professional model for this process.

The fourth condition is developing a culture of independent learning based on digital educational resources. Courses on the distance learning platform, massive open online courses, electronic libraries and professional communities enable the student to expand their knowledge beyond the curriculum as well.

To unite the identified conditions into a coherent system, a didactic model consisting of five blocks was developed (Table 1).

Table 1. Didactic model for improving the self-development competencies of future primary school teachers

Block	Content	Means of implementation
Target	Social demand and regulatory requirements; goal — raising the self-development competence to a high level	The Law “On Education”, the Concept for the Development of Higher Education, qualification requirements
Theoretical-methodological	Competence-based, person-centered, acmeological and reflective approaches; principles of agency, individualization, continuity and reflexivity	Applying the approaches and principles to the design of the educational process

Block	Content	Means of implementation
Content	Modules “Fundamentals of Self-Development”, “Professional Reflection” and “Independent Learning in the Digital Environment”; assignments embedded in professional disciplines	Independent study assignments, case studies, action research tasks
Procedural-technological	Stages: motivational-diagnostic → design → activity-practical → reflective-corrective	Individual development trajectory, tutoring, mentoring, micro-lessons, pedagogical diary, electronic portfolio, distance learning platform
Evaluative-resultative	Criteria: motivational, cognitive, activity, reflective; levels: reproductive, productive, creative	Diagnostic questionnaires, portfolio analysis, self- and peer assessment, teaching practice results

The procedural part of the model is implemented in four stages. At the motivational-diagnostic stage (1st year), the student’s initial level is determined and interest in professional growth is aroused. At the design stage, the individual development trajectory is drawn up. At the activity-practical stage (2nd–3rd years), the plan is carried out in the course of professional disciplines and teaching practice. At the reflective-corrective stage (4th year), the results achieved are analyzed on the basis of the portfolio, and a plan for professional development after graduation is drawn up. To determine the level of competence, three indicators were set for each criterion; for example, under the reflective criterion, the ability to analyze one’s own lesson, to identify the causes of mistakes and to plan further actions are observed. Based on the totality of indicators, reproductive (acts according to a model), productive (plans their own development independently) and creative (seeks new methods and offers them to colleagues) levels are distinguished.

Discussion. The procedural block of the proposed model corresponds to the self-regulation cycle described by B. Zimmerman — forethought, performance and reflection [6]. However, in our approach this cycle is repeated not in general learning activity but in a professional context — in teaching practice and teaching methods courses. As a result, the student perceives self-development not as an abstract task but as a natural part of their future profession. The first and fourth conditions rest on the need for autonomy in self-determination theory [7], while the second and third conditions draw on D. Schön’s idea of the reflective practitioner [8]. In D.R. Garrison’s model, self-management and self-monitoring are considered interrelated [5]; in our model, this relationship is given a practical form through the individual trajectory (management) and the portfolio (monitoring).

At the same time, certain risks should be taken into account when implementing the model. First, the portfolio and the pedagogical diary may turn into a formality, with students filling them in only for the sake of a grade; to prevent this, they should be supported by meaningful discussion and high-quality feedback from the teacher. Second, tutoring and mentoring require additional time from teachers, which must be considered when planning the teaching workload. Third, indicators based on self-assessment may be subjective; therefore, they should be cross-checked against observation, expert evaluation and teaching

practice results. The limitation of the study is that the model has so far been substantiated only theoretically; verifying the reliability of the diagnostic tools and proving the effectiveness of the model through experimental work are tasks for the next stage.

Conclusion. Based on the analysis conducted, the following conclusions were drawn. First, the self-development competence of a future primary school teacher is an integrative quality consisting of motivational-value, cognitive, activity and reflective-evaluative components, and it develops effectively not spontaneously but through purposeful pedagogical management. Second, the main pedagogical conditions of this process are ensuring the student’s agency, creating a reflective-evaluative environment, integrating the content of self-development with professional disciplines and teaching practice, and developing a culture of independent learning based on digital resources. Third, the developed didactic model unites the target, theoretical-methodological, content, procedural-technological and evaluative-resultative blocks into a coherent system and makes it possible to monitor the level of competence on the basis of criteria and indicators. It is advisable to pilot the model in the primary education programs of higher education institutions and to refine it based on the results.

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