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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy
in pedagogy

**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF
PROFESSIONAL COMPETENCIES OF FUTURE PRIMARY
SCHOOL TEACHERS**

Specialty: 5804.01 – General pedagogy,
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GENERAL CHARACTERISTICS OF THE RESEARCH

Actuality of the topic and the degree of the research. The development of education creates prerequisites for improving the well-being of the population, as well as a significant increase in the standard of living of the individual. Education gives people the opportunity to learn technologies in a mobile way, to take a worthy place in the labor market, to join the lifelong learning process, choose the right position regarding a healthy lifestyle and the environment.

As a result of scientific and technological progress, innovation and modernization, education, not enriched with practical knowledge and skills, which is purely theoretical in nature, began to lose its fundamental importance. From this point of view, in the formation of the content of education, along with academic knowledge, the importance of practical knowledge, skills and competencies is also brought to the fore. Without a fundamental reform in the education system of Azerbaijan, the formation of a personality that meets the modern requirements of society would have become impossible. With the adoption of the document “The Concept of General Education”, a successful step was taken in this area.

In the process of transition from the school of memory to the school of thinking, the issue of quality, in particular the quality of primary education, was pushed to the fore. The adaptation of the purpose, content, method, technology and concept of assessment to modern requirements has also presented new requirements for the training of primary school teachers. The formation of primary school students requires high responsibility and pedagogical competence from primary school teachers. Primary school teachers at a higher level should develop those competencies that are considered important for primary school students (self-knowledge, self-regulation, social cognition, decision-making, problem solving, critical thinking, cooperation, creativity and innovation, entrepreneurship, innovative literacy, social habits, healthy lifestyle, environmental ecological cognition, research habits, etc.). A teacher who does not possess these competencies and qualities, not realizing

the significance of these skills, either will not be able to teach all this, or will not attach special importance to it.

Competence is the ability to effectively and rationally applying acquired knowledge and skills in practice. It ensures the transformation of the acquired knowledge and skills of an individual as a result of a specific activity. Competence-based education serves socio-economic development more effectively. And such an educational process can be implemented only by a teacher with high professionalism and competence. As indicated in the UNESCO documents (2013), in each country the quality of education is determined mainly by the quality of its teaching army. Education expert Ken Robinson says that “there is no education system in the world that has a would be better than a teacher. Without a teacher, the development and prosperity of the school is impossible”¹. The “State Strategy for the Development of Education in the Republic of Azerbaijan” notes: “*The influence of a teacher on the formation of a student largely depends on his academic skills, teaching experience and level of professionalism. There is a close correlation between these qualities of a teacher and the achievements of students*”². World educational experience shows that every five years certain changes are made in educational programs. The preparation of new educational programs in order to further improve the training of teachers arose precisely because of this need. In 2014, 2015 and 2020, educational programs were prepared in the specialty of primary school teachers. These educational programs, prepared on the basis of national values and foreign experience, were aimed at training better and more competent primary school teachers.

The actuality topicality of the conducted research also lies in the fact that, firstly, it is aimed at identifying the pedagogical conditions for the formation of professional competencies; secondly,

¹ Robinson, K. Məktəblər hazırkı formada həyata davamlı deyillər (ekspert Ken Robinson dünyanı sənaye inqilabının təhsil sistemindən imtina etməyə səsləyir. //Azərbaycan müəllimi, -2017.- 26 may.- s.6.

² Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası // Xalq qəzeti, 2013, 24 oktyabr

it is aimed at the formation of professional competencies of not current, but future primary school teachers.

Although many studies have been conducted on the teaching profession, no studies have been conducted on the formation of professional competencies among future teachers. Since the second paragraph of the chapter (“Problem statement in scientific and pedagogical literature”) covers this issue in detail, we do not consider it appropriate to include here the degree of elaboration of the problem.

Our choice of the topic of scientific research “Pedagogical conditions for the formation of professional competencies of future primary school teachers” is due to the above-mentioned topical provisions.

The object of the research is the professional competence of a primary school teacher.

The subject of the research is the conditions for the formation of professional competence of future primary school teachers. in the conditions of higher pedagogical education.

The purpose of the research is to generalize the theoretical bases of professional competencies of future “primary school teachers”; to clarify the concept of pedagogical competence, to determine the degree of development of the problem in the scientific and pedagogical literature, to identify and substantiate the organizational and pedagogical conditions for the formation of professional to determine the ways and possibilities of competencies of future primary school teachers.

The objectives of the research:

- defining of the essence of pedagogical competencies;
- analyzing the problem in scientific and pedagogical literature;
- identifying of the main directions for improving standards
- training primary school teachers in Azerbaijan;
- developing and suggesting priority forms and methods that contribute to the formation of demanded qualities among students in the educational process;
- determining the role of pedagogical practice in the formation of professional competencies among students.

- revealing the conditions for the formation of effective professional competencies of students in the system of pedagogical education.

- to analyze the problem of the formation of professional competencies of future primary school teachers in the scientific and pedagogical literature;

- to investigate modern scientific and pedagogical problems of the formation of professional competencies of future primary school teachers;

- to develop and propose priority forms and methods that contribute to the formation of demanded professional competencies of future primary school teachers in the educational process;

- to identify, theoretically and experimentally substantiate the organizational and pedagogical conditions for the formation of effective professional competencies of future primary school teachers in the system of pedagogical education.

Hypothesis of the research: in modern conditions, the effective formation of professional competencies of future primary school teachers is conditioned by the following organizational and pedagogical factors:

- firstly, by studying the formulation of the problem of the formation of professional competencies of future primary school teachers in the scientific and pedagogical literature;

- secondly, the study of theoretical problems of the formation of professional competencies of future primary school teachers;

- thirdly, research and determination of the scientific essence of pedagogical competence;

- fourthly, the definition of modern scientific and pedagogical requirements for the training of primary school teachers.

The study was conducted in three stages from 2016 to 2020 on the basis of the specialty of primary school teachers of the Azerbaijan State Pedagogical University and Baku Slavic University.

Research methods: observation, survey, questioning, analysis of scientific pedagogical literature, study of best practices, experiment.

The scientific novelty of the conducted research is: 1) in the development and testing of a model for the formation of professional

competencies of future primary school teachers in the educational process; 2) determining and substantiating the organizational and pedagogical conditions for the formation of effective and efficient professional competencies of primary school teachers in the system of higher education; 3) the proposal of optimal ways to ensure the step-by-step effective formation of professional competencies of future primary school teachers in the conditions of pedagogical education at university; 4) determining the criteria for the level of formation of professional competencies of primary school teachers in the educational process.

The theoretical significance of the research. The dissertation defines the conditions for the formation of professional competencies of students studying in the specialty “Primary school teacher”. This can contribute to the development of the theory of pedagogical education.

The purpose is that its results enrich the theory of purposeful formation of professional competencies of future primary school teachers in the conditions of pedagogical education at the university, supplement with new elements the theory of formation of professional competencies of future primary school teachers in modern conditions. The study substantiates the idea of step-by-step formation of professional competencies of primary school teachers in the educational process.

The practical significance of the dissertation research lies in the fact that the implementation of the proposed model optimizes the process of formation of professional competencies of students primary school teachers in the conditions of pedagogical education of the university. The results of the study generally contribute to the improvement of the process of formation of professional competencies of primary school teachers in the educational process.

The following provisions are submitted to the defence for protection:

– Purposeful formation of professional competencies of primary school teachers in the conditions of pedagogical education at of the university ensures their successful pedagogical activity. acts as a reliable guarantor of their subsequent activities.

– An important means of forming the professional competencies of primary school teachers is the introduction of developed programs and scientifically based recommendations into the system of university pedagogical education. Compiled programs and the proposed scientifically based recommendations play an important role in the formation of professional competencies of future teachers.

– Creating favorable conditions for the effective formation of professional competencies of primary school teachers in the educational process of pedagogical education.

– The effectiveness of the formation of professional competencies of primary school teachers in the educational process of pedagogical education is ensured by the creation of appropriate organizational and pedagogical conditions (development preparation of recommendations, special programs, etc.).

– The formation of general and professional competencies of future primary school teachers is conditioned by the strength of educational standards, the correct scientifically based definition of the content of education and the effective organization of pedagogical practice. of the content of education and effective organization of pedagogical practice.

Approval and implementation of research results. The results of the study were discussed at the meetings of the Department of Primary Education of Baku Slavic University, at scientific seminars of the faculty, at national and international conferences; 12 articles were published in journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan.

The name of the institution where the dissertation work was performed. The dissertation work was carried out at the Department of Pedagogy and Psychology of Baku Slavic University.

The volume and structure of the dissertation. The dissertation consists of an introduction, two chapters, six paragraphs, a conclusion and a list of references. The introduction consists of 15 210 characters, Chapter I – 74 038 characters, Chapter II – 164 410 characters, and conclusion – 8871 characters.

THE MAIN CONTENT OF THE RESERACH

The “Introduction” substantiates the topicality actuality of the study, the subject, the purpose, the objectives, the scientific novelty, the theoretical and practical significance of the study and the provisions submitted for defense.

The dissertation consists of 2 chapters. The first chapter is called “**Theoretical problems of the formation of professional competencies of future primary school teachers**”. The first paragraph clarifies the essence of the concept of pedagogical competence. The paragraph states that the professional competence of a primary school teacher represents the unity of his theoretical and practical readiness to carry out pedagogical activities.

The term “competence” is borrowed from cognitive psychology³. The concept of “competence” has polysemy – i.e. ambiguity. A competent person has the appropriate knowledge and abilities in a certain area that allow him to act effectively, and it is reasonably to judge this area. Competence is a set of qualities (already established personality qualities) of a student and the maximum experience of activity in a given field. The totality of the student’s personal qualities (value-semantic orientations, knowledge, skills, abilities), which are conditioned by the experience of his activity in a certain socially and personally significant area is – competence. It is always personally colored by the qualities of a particular student. The student has a whole spectrum of such qualities – from semantic and ideological (why do I need this competence) to reflexive and evaluative (how successfully I apply this competence in life).

Competenceies for a student are is an image of his future, which can serve as a guide for him to know the world. During the period of study, certain components of “adult” competencies are formed in the student, and in order for him not only to prepare for the future, but also to live in the present, he masters these competencies from an educational point of view. Thus, a student learns civil competence at a university, but fully uses its components only after

³ Андерсон, Дж. Когнитивная психология. / Дж.Андерсон. Спб: -Питер, -2002, -стр.12.

graduation. Since he studied these competencies during his studies, accordingly, they appear as educational.

Analyzing the opinion of scientists about competence in the paragraph, the assignment of key competencies is related to the main paradigms of modern pedagogy: the use of active and interactive teaching methods, the introduction of new educational information into the learning process of new information, self-extraction of knowledge, to take the position of a leader, to recognize subjectivity, equality, parity of the student.

The word “competence” is of Latin origin “kompetere”, which in translation into Russian means “match”, “correlate”, “approach”. The following definition is given in Ozhegov’s explanatory dictionary [126]: competence is a circle of knowledge in which a person is well aware. It is based on acquired skills, abilities and experience, which, in turn, provide the ability to carry out certain activities or perform assigned tasks.

In the relevant pedagogical literature, there is a classification of competencies by level and type. In particular, the level is distinguished by: 1) key competencies (universal, basic, elementary); 2) meta-subject (general professional, supra-subject); 3) subject (special).

In the second paragraph of the dissertation, the application of the formation of pedagogical competencies of future teachers in scientific and pedagogical literature is considered.

The studies conducted by Azerbaijani (M.Mehtizade, B.A.Ahmadov, G.M.Ahmadov, N.M.Kazimov, Z.Garalov, Y.Sh.Kerimov, Y.Talibov, S.Pashayev, A.Aghayev, A.Pashayev, A.Mehrabov, F.A.Rustamov, A.N.Abbasov, etc.) (Mehtizade.M, Ahmadov B.A., Ahmadov G.M., Kazimov N.M., Garalov Z., Kerimov Y.Sh., Talibov Y., Pashayev S., Aghayev A., Pashayev A., Mehrabov A., Rustamov F.A., Abbasov A.N., etc.) and Russian scientists (O.A. Abdullina, S.I.Arkhangel'sky, V.A.Slastenin, Y.K.Babansky, V.S.Ilyin, I.Y. Lerner, L.A.Basharina, V.A.Kan-Kalik, N.D.Nikandrov, A.V.Mudrik, L.K.Grebenkina, I.A.Zyazyun, etc.) (Abdullina O.A., Arkhangel'sky S.I., Slastenin V.A., Babansky Y.K., V.S.Ilyin, Lerner I.Y., Basharina L.A., Kan-Kalik V.A., Nikandrov N.D., Mudrik A.V., Grebenkina L.K., Zazyun I.A., etc.)

in the field of pedagogical competence (pedagogical abilities) are compared, analyzed and summarized.

In addition, the Framework Curriculum for the Training of Primary School Teachers, approved in 2008, addresses important professional functions that primary school teachers should master: 1) constructive function; 2) mobilizing function; 3) organizational function; 4) communicative function; 5) informational function.

The second chapter of the dissertation is called “Technologies for the formation of professional competencies of future primary school teachers”. This chapter consists of 5 paragraphs. The first paragraph is entitled “The main directions of improving the standards of training primary school teachers in Azerbaijan”. It is stated that it is important for future primary school teachers studying in higher educational institutions of Azerbaijan in the specialty “Primary school teacher” to master the following general competencies within four years: 1) the skills of oral and written communication in the Azerbaijani language; 2) the ability to communicate in at least one foreign language; 3) the ability to interpret systematic and comprehensive knowledge about the historical, legal, political, cultural, ideological foundations of the Azerbaijani statehood, its place and role in the modern world, the ability to predict the future development of the national state; 4) the ability to identify threats and challenges facing our national state; 5) the ability to use information technologies; 6) ability to listen, observe, propose and justify new ideas; work in a group, solve problems together, have analytical critical thinking; 7) the ability to adapt to new conditions, show initiative and achieve success; 8) the ability to choose and use additional information resources to solve problems; 9) the ability to analyze, summarize and apply relevant information in the process of organizing the pedagogical process in elementary grades; 10) the ability to plan, organize professional activities, improve future education, existing skills, manage time and complete tasks on time; 11) the ability to give priority to social and environmental responsibility, civic and ethical approach, quality in their activities; 12) the ability to overestimate yourself and the situation and the ability to self-criticism; 13) the ability to lead a healthy lifestyle, show

tolerance and responsibility. General competencies that future primary school teachers studying in the specialty “Primary school teacher” in higher pedagogical educational institutions of Azerbaijan should master within four years are stated. The listed competencies, due to the fact that they are of a general nature, are necessary and important for all teachers. The listed competencies, due to the fact that they are of a general nature, are necessary and important for all teachers.

The paragraph also gives the professional competencies of future primary school teachers. The totality of these competencies characterizes the professional potential of future primary school teachers.

Along with this, in the new Educational program, it was considered important that future primary school teachers acquire the following professional competencies during the four-year training: 1) the ability to unite children in the classroom, plan work, share responsibilities, summarize the work done; 2) analyze facts, theories, rules and methods related to the field of activity or education; use knowledge to creatively solve complex problems in related fields, be able to perform complex tasks using a new approach; 3) the ability to select and prepare educational materials, visual aids, equipment; interpret educational materials in an understandable, clear, expressive, convincing and consistent form; stimulate the development of cognitive interests and spiritual needs, increase educational and cognitive activity; 4) the ability to use inclusive educational technologies in the educational process; understand the way of thinking of children, see their inner world, objectively assess their emotional state; determine age, individual, psychological, anatomical and physiological characteristics and take them into account in the educational process; 5) the ability to understand pedagogical situations and processes; objectively evaluate, use information technology in professional activities; have a general and pedagogical culture, analyze their own experience in an individual and group form; 6) the ability to establish pedagogically purposeful communication with students, their parents, colleagues and the management of the educational institution; 7) the ability to form a healthy and personality-oriented educational environment, create

favorable conditions for the development of students' social skills, comprehensive development of personality and self-expression; 8) the ability to identify new problems related to the field of activity or education, analyze various ways to solve them, evaluate students' academic performance and achievements, determine the level of education and influence them emotional and volitional impact; 9) the ability to diagnose, predict and design activities, to show initiative, responsibility, leadership and teamwork in the implementation of the project; 10) to study scientific innovations using modern technologies for collecting and processing relevant information to solve problems related to the field of activity or education; to determine and evaluate the expected results based on this information, set certain tasks, choose and apply appropriate methods to solve them; 11) the ability to respect democratic principles, to show a sensitive and fair attitude to people, nature, moral values and to instill this in students; 12) the ability to improve the efficiency and quality of the educational process in primary schools using various innovative educational resources and technologies.

The combination of these competencies characterizes the professional potential of future primary school teachers.

Professional competencies determine the ability of future teachers to perform their duties at the proper level. It should be noted that the professional potential is reflected in the professional activity of the teacher. This means that the presence of pedagogical skills does not mean that they are performed at a high level. The structural parts of the teacher's professional potential system are the areas of pedagogical training and professional activity. The structural components of the professional potential of future primary school teachers can be classified as follows: 1) the culture of preparation for the teaching profession; 2) pedagogical creativity; 3) the professionalism of the teacher.

Can the university give them the necessary competencies to become successful teachers in the future? Does the new Educational program applied in all universities of the country in the 2020/21 academic year, providing for training in the specialty "Primary school teacher", meet these requirements? What is its difference from the current educational program? Will the new Educational

program be able to form the necessary pedagogical competencies of future primary school teachers and provide them with a skillful and professional approach to pedagogical phenomena and processes?

Compared to 2008 and 2014, there are significant differences in the new Educational program for the specialty “Primary school teacher”, effective from 2020. First of all, this difference is reflected in the number of hours per week. Attention should be paid to the following: in 2008, the number of hours per week was 26 hours, in 2015 – 24 hours, and in 2020 – 22 hours. The decrease in the weekly study load occurred, of course, due to a reduction in the total number of hours. In 2008, 3,000 primary school teachers were allocated for training, in 2015 – 2,520, and in 2020 – only 2,310 classroom hours. Along with this, new subjects were included in the Educational Program, the credits of psychological and pedagogical disciplines were significantly increased.

The second paragraph is entitled “*Formation of professional competencies of future primary school teachers in the learning process*”. It is possible to propose different models for the formation of professional competencies of future teachers in the process of studying in higher educational institutions that train primary school teachers. The following model is considered more appropriate in connection with the formation of students’ professional competencies with the participation of teachers of pedagogy and psychology, who act as the subject of the educational process in the dissertation.

**Stages of formation of professional competence
of future primary school teachers**

Table 2.2.1

Future primary school teachers		
Stage I	Stage II	Stage III
reproductively adapted	dynamic activity	creatively transformative
Conditions for the formation of professional competencies of future teachers	Components of the technology for the formation of professional competencies of future teachers	

<ul style="list-style-type: none"> - personal orientation; -self-actualization and understanding of your potential; -creation of a creative educational environment; -motivation for pedagogical activity; -teacher-student cooperation 	<ul style="list-style-type: none"> - purpose -emotions and motivation -content 	<ul style="list-style-type: none"> -operational-activity -monitoring and evaluation -effective correction
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In some approaches, the model of training future primary school teachers is based on 4 levels: 1) reproductive level (the teacher provides what he knows in a chaotic form); 2) adaptive level (the teacher can adapt what he knows to the requirements of the class); 3) modeling level (a teacher with different methodological knowledge and skills is able to accurately determine the goal and ways to achieve this goal); 4) system level (a teacher with the necessary knowledge and skills forms students’ skills of self-education, independent learning and self-development).

Thus, the formation of the necessary professional competencies of future primary school teachers in the learning process depends on several factors: 1) the student’s suitability for pedagogical profession; 2) the internal motivation and intellectual potential of those who have chosen the profession of a teacher; 3) the professionalism of a teacher of a higher educational institution; 4) the number of credits for psychological and pedagogical subjects; 5) the orientation of the content of pedagogical disciplines to the formation of future teachers of general and professional competencies; 6) creating a value system for future teachers, etc.

The third paragraph of the chapter is entitled “**Formation of professional competencies of future primary school teachers during pedagogical practice**”.

The pedagogical practice of students is a system with a complex structure. In this aspect, pedagogical practice is of great importance in the preparation of future primary school teachers for pedagogical activity and the formation of their professional competencies. The main goal of the pedagogical practice of future

primary school teachers is the formation of the student-trainee of the teacher's inherent professional abilities and skills. In the course of pedagogical practice, students learn to ensure the unity of the educational process in order to educate students in accordance with modern requirements, enter the circle of real problems of the professional activity of a teacher-educator, get acquainted with the main content and scope of his work. In this regard, during the period of pedagogical practice, students conduct educational work in the following areas: psychological and pedagogical, the study of individual students and the team, the design of educational work, the organization of open lessons, extracurricular activities, work with parents, classroom teachers, school psychologists, etc.

In general, the main directions of this work can be defined as follows: 1) educational work on the subject; 2) familiarization with the educational work of the school; 3) performing the functions of an assistant class teacher assistant; 4) methodological work; 5) research work.

The main task of the pedagogical practice of future primary school teachers is to consolidate and deepen the theoretical knowledge gained in higher educational institutions in various subjects, creatively use them in educational work carried out during practice; to form students' ability to observe and to analyze educational work carried out with students of grades I–IV, to form the ability to apply modern teaching methods, new pedagogical technologies in the specialty; to teach students to conduct educational work based on their acquired knowledge of psychology, pedagogy, methodology and taking into account the age and individual characteristics of students. Each of these skills is a necessary professional competence of a future primary school teacher. Although the basis of most of these competencies is laid by future primary school teachers in the process of studying at a university; it is fully formed and completed during the period of pedagogical practice.

The effective implementation of pedagogical practice, the formation of the necessary professional competencies of future primary school teachers depends on taking into account the following requirements.

As a result of the purposeful organization of pedagogical practice, future primary school teachers have the following skills:

- the ability to unite children in the class, plan work, distribute responsibilities, summarize the work done;

- the ability to select and prepare didactic materials, visual aids, tools, explain didactic materials in an understandable, clear, expressive, convincing and consistent form;

- the ability to use inclusive educational technologies in the learning process, understand the way children think, see their inner world, objectively assess their emotional state, determine age, individual, psychological, anatomical and physiological characteristics and take them into account in the educational process;

- the ability to purposefully communicate with students, their parents, the ability to improve the efficiency and quality of the educational process in primary grades using various innovative educational resources and technologies, etc.

- understanding that the training of future primary school teachers is an activity with a more practical orientation;

- the realization that pedagogical practice serves not only the formation of a future primary school teacher as a specialist who will teach in grades I-IV, but also as an independent and creatively thinking person capable of identifying and solving their own problems, possessing pedagogical skills, research and communication competencies.

A future primary school teacher who has successfully completed pedagogical practice should have the following competencies:

- be able to link all the subjects taught with the learning process;

- to demonstrate the assimilation of the teaching methodology of the subject;

- to demonstrate the ability to create integration (intrasubject and intersubject) in the educational process;

- to apply innovations in the process of teaching knowledge on the subject;

- to apply pedagogical technologies in teaching the subject;

- to demonstrate an understanding of the way of thinking and the manifestation of feelings of children;

- to be able to design a lesson;
- to demonstrate that the needs and individual characteristics of students are taken into account when planning;
- to demonstrate the ability to choose appropriate teaching methods, teaching materials and resources, acquire skills for the preparation of teaching materials and tools;
- to demonstrate the ability to organize the pedagogical process, link the lesson with everyday life and experience, observe the distribution of time, have the ability to conduct the lesson according to the plan;
- to be able to cooperate with students;
- to be able to individualize learning taking into account the special needs of students in the learning process;
- to be able to correctly resolve controversial and contradictory processes in the classroom;
- to be able to create an active and democratic learning environment;
- to observe the rules of the school and class during practice, encourage students to follow these rules;
- to treat all students fairly and with respect, form a sense of trust and respect in them;
- to be able to communicate with students;
- to be able to explain the purpose of the lesson, give a clear and comprehensive explanation of the questions;
- to demonstrate the ability to ask correctly constructed questions for the development of critical thinking of the student;
- to show a sincere attitude towards students, listening carefully to their questions and suggestions;
- to be able to identify relevant indicators, select and develop appropriate assessment tools;
- to be to objectively assess the preparation and development of students, analyze the evaluation results;
- to be able to make certain changes in the learning process based on the analysis of assessment results;
- to demonstrate the ability to cooperate with future colleagues, school staff and parents;

- to participate in various school events, express their opinions on the issues discussed, make appropriate suggestions and recommendations;

- to be able to demonstrate the values and behavior that he expects from his students;

- to demonstrate the ability to improve the quality of the educational process by analyzing their activities, observing and consulting colleagues;

- to demonstrate the ability to improve the teaching and learning process by conducting small studies;

- to demonstrate that he knows outstanding scientists, government and public figures and can effectively use this knowledge in the educational process;

- to demonstrate general and pedagogical culture.

The above can be summarized as organizational, educational, communicative, perceptual, research and other competencies of future primary school teachers.

As a result of the purposeful organization of pedagogical practice, future primary school teachers have the following skills:

- the ability to unite children in the classroom, plan work, distribute responsibilities, summarize the work done;

- the ability to select and prepare didactic materials, visual aids, tools, explain didactic materials in an understandable, clear, expressive, convincing and consistent form;

- the ability to use inclusive educational technologies in the learning process, understand the way of thinking of children, see their inner world, objectively assess their emotional state, determine age, individual, psychological, anatomical and physiological characteristics and take them into account in the educational process;

- the ability to purposefully communicate with students and their parents, the ability to improve the efficiency and quality of the educational process in primary schools using various innovative educational resources and technologies, etc.

Thus, the pedagogical practice of future primary school teachers performs 4 main functions: 1) teaching function; 2) educational function; 3) developing function; 4) controlling function.

The teaching function of pedagogical practice is to deepen the theoretical knowledge of future primary school teachers; *the educational function* is the formation of professional and personal qualities in the student; *the developing function* is to ensure the formation of the student as a person; *the controlling function* is to ensure the effectiveness of pedagogical practice, manifested in the management of the quality of pedagogical activity of the student, in carrying out purposeful corrections. During pedagogical practice, each student, in addition to awareness of personal volitional and emotional qualities, acquires professional skills and abilities necessary for pedagogical activity, i.e. *didactic* (educational abilities), *academic* (knowledge of innovations related to the specialty), *constructive* (designing the development of trainees), *communicative* (communication), *organizational* (proper organization of students' activities and leisure). During pedagogical practice, future *primary school teachers also develop research competence*. Thus, students collect materials for writing independent papers, term papers and theses, prepare recommendations for a more effective organization of pedagogical practice.

The fourth paragraph of the chapter is entitled “*Monitoring the formation of professional competencies of future primary school teachers*”. The experiment on the formation of professional competencies of future primary school teachers in higher pedagogical educational institutions was conducted in three stages (formative, ascertaining and controlling). At each stage, a number of tasks were consistently solved.

The essence of the proposed methodology is that three tasks related to the preparation of future teachers for pedagogical activity are solved here: 1) I want to become a teacher and I have the ability to do this (individual training); 2) “I know” (theoretical training), “I know can” and “I own” (practical activity); 3) “I get” – the effectiveness of the teacher’s activity.

The students who participated in the experiment were asked to fill out a questionnaire to find out their opinion about the teacher’s pedagogical competencies. The survey was attended by 235 students,

future primary school teachers, who were educated at BSU in the specialty “Primary school teacher”.

During the experiment, our main task was to determine the level of professional competencies (initial pedagogical knowledge, skills and abilities) of future teachers participating in the experimental group. Experience shows that there are students in secondary schools who differ not only in their academic achievements, but also in social activity and leadership qualities.

Gradually, during the school years, such students begin to form certain basic competencies. Students who stand out for their leadership in school public organizations try to behave like teachers in their graduating classes, are distinguished by respect and exactingness to classmates and elementary school students, organizational skills, and in some cases even lead school events, organize meetings with famous representatives of science, art and literature. 23 (19%) of 118 students in the experimental group and 24 (20.5%) of 117 students in the control group had higher pedagogical motivation than the rest, since they consciously chose the profession of primary school teacher.

**The level of professional competencies
of future primary school teachers**

Table 2.4.1.

The level of professional competencies	Experimental group	Control group
1. Intuitive level	95 students (81%)	93 students (79.5%)
2. Stereotype-reproductive level	23 students (19%)	24 students (20.5%)
3. Search and creative level	0 %	0%

Different criteria are used to determine the level of formation of professional competencies of future primary school teachers. The level of formation of professional competencies of future teachers participating in the experiment was determined by the following criteria:

- 1) information-knowledge informational-knowledgeable; 2) axiological;
 3) motivational; 4) constructive-activity; 5) analytical-reflexive.

Criteria and indicators of the formation of professional competencies of future primary school teachers

Table 2.4.2

Criteria	Indicators
Information and knowledge Informational-knowledgeable	The scope, depth and continuity of pedagogical knowledge: basic concepts and their features, basic concepts of education and upbringing, documents regulating the activities of teachers and students, patterns of teaching and upbringing, principles, methods, forms of organization, pedagogical technologies, methods of self-education.
Axiological	The axiological richness of the teacher determines the effectiveness of the choice of new values, their transition to behavioral motives and pedagogical activity. The attitude towards professional competence and pedagogical education as an invariable component of the value system is being formed. The formation of professional competencies is considered the main condition for the personal and professional development of a teacher.
Motivational	Development of internal potential for the development and improvement of pedagogical professional competencies
Constructive-activity	Formation of general pedagogical skills (prognostic, constructive, organizational, communicative, cognitive, reflexive) that make up the core competencies; effective solution of various pedagogical tasks, modeling of pedagogical activity, selection of optimal forms, methods and means of teaching and upbringing, effective use of pedagogical technologies

Analytical-reflexive	Interest in professional and pedagogical activity and the problem of formation of professional competencies among teachers; striving for professional development and self-improvement, activity, independence and the ability to analyze in the process of educational and cognitive activity.
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During the experiment, we found that the criteria, the level of knowledge and skills necessary for the formation of pedagogical competencies of future primary school teachers are different. This is manifested in their educational, cognitive and pedagogical activities. According to the developed criteria and indicators, three levels of formation of professional competence of a teacher in the learning process are identified: 1) intuitive level; 2) stereotypical-reproductive level; 3) search and creative level. During the experiment, in accordance with the set goal, we traced the dynamics of the development of all three levels (intuitive, stereotypical-reproductive, search-creative) in accordance with the above 5 criteria for the formation of professional competence of teachers in experimental and control groups. The result of the experiment was as follows.

Dynamics of the level of development of professional competencies of future primary school teachers

Table 2.4.3.

Levels of professional competencies	Experimental group	Control group
1.Intuitive level	7 students (6%)	28 students (23.9%)
2.Stereotypical reproductive level	68 students (57.6%)	74 students (63.3%)
3. Search and creative level	43 students (36.4%)	15 students (12,8%)

If we pay attention to the dynamics of the level of development of professional competencies in future primary school teachers, we will see a significant development of the level in the experimental group. Thus, during the (defining) ascertaining experiment, the intuitive level of professional competencies of future primary school teachers was high both in the experimental and control groups: 95 (81%) of 118 students of the experimental group and 93 (79.5%) of 117 students of the control groups. During the (test) formative experiment, the development of professional competencies was assessed at an intuitive level in 7 students (6%) of the experimental group and 28 students (23.9%) in the control group. The stereotypic-reproductive level of professional competencies of future teachers was high both in the experimental and control groups. If at the first stage of the experiment this level was determined in 23 students (19%) in the experimental group and 24 students (20.5%) in the control group, then at the final stage the dynamics increased significantly – 68 students (57.6%) in the experimental group and 74 students (63.3%) – in the control group. At the initial stage, the search and creative level was not determined by any of the students participating in the experiment. At the verification stage, a high level of professional competencies was revealed in 43 students (36.4%) of the experimental group and 15 students (20.5%) of the control group.

As can be seen from the table, the dynamics of professional competencies in the control groups, as well as in the experimental ones, developed according to the levels. However, the fact that the high level (search and creative) in the experimental groups is 23.6% higher than in the control groups, along with confirmation of the correctness of the proposed methodology and hypothesis, provides for compliance with the following conditions put forward by us in the learning process:

- creation of an educational, developing and creative educational environment;
- study of motivational opportunities for reflexive activity, analysis of the reasons for changes in motivation (decrease, stabilization, increase) and the formation of the necessary pedagogical professional motives;

- step-by-step formation of professional competencies of future primary school teachers (in teaching certain pedagogical disciplines, during the period of pedagogical practice);
- taking into account consideration of personal qualities in the professional activities of future primary school teachers;
- consideration of factors affecting the level of professionalism of future primary school teachers (social factors, moral and ethical factors, factors related to professionalism);
- familiarization of future primary school teachers not only with the level of development of professional competencies, but also an explanation of the reasons for the decline in the level of professionalism of the teacher (authoritarianism, pedagogical aggression, pedagogical indifference, inadequate self-esteem, pedagogical dogmatism, informational passivity, conservatism, formalism, inexperience, etc.);
- formation of future primary teachers of not non-monological, and but dialogical culture.

In the course of the study, the following **conclusions** were made:

1. The successful integration of higher education in Azerbaijan into the European educational space has contributed to the emergence of new paradigms, concepts, innovations, state standards and alternative curricula, updating the pedagogical system, optimizing the pedagogical process, improving the quality of education, improving the content of teacher training.

2. “The program of reform in the sphere of education of the Republic of Azerbaijan” (1999), “The concept and strategy of continuous pedagogical education and teacher training in the Republic of Azerbaijan” (2007), “The Concept of general education in the Republic of Azerbaijan” (National Curriculum) (2006), “Framework Curriculum for the training of primary school teachers at the bachelor’s degree level of higher education in the Republic of Azerbaijan” (2008), “The Law of the Republic of Azerbaijan in the field of education” (2009), “The State Strategy for the Development of Education in the Republic of Azerbaijan” (2013) and other normative legal documents, being the theoretical and methodological

basis for the training of teachers with the necessary professional competencies, simultaneously accelerated this process.

3. It was revealed that the pedagogical competencies acquired by the teacher have not been studied and analyzed, although his socio-political, socio-psychological, personal and ethical-pedagogical, constructive, communicative, gnostic and organizational skills have been highlighted in Azerbaijani pedagogical science.

4. The conditionality of the formation of students as literate and competent personalities by academic skills, teaching experience and the professional level of primary school teachers is revealed.

5. There is a close correlation between the important professional competencies of primary school teachers and the achievements of students. The presence of a close correlation between the important professional competencies of primary school teachers and the achievements of students was revealed.

6. Although there is no consensus among Azerbaijani, Russian and European researchers on the structure of the professional competence of future teachers, at the same time, in the European project (instrumental, inter-individual and systemic competencies) called “Streamlining the structure of education”, the program “Key Competencies 2000” prepared by the staff of Oxford and Cambridge Universities, and in the document “Framework National Qualifications of the Republic of Azerbaijan for lifelong education” (2018) training of primary school teachers, having important professional competencies, it is considered one of the main tasks of the system of higher pedagogical education.

7. Competence is an integral quality of a teacher’s personality. This quality is improved over time based on the needs of the social order of society and the school, pedagogical skills are determined accordingly to the social order.

8. The key competencies of modern primary school teachers can be characterized as follows:

- to study together with students, “grow” with them together;
- to be able to plan and organize independent activities of students;

- to be able to create motivations for learning and various types of activities among students;
- to organize the educational process taking into account the age and individual characteristics of students;
- to have design skills and organize group project activities in the classroom;
- to have the ability to adequately assess the achievements of students, etc.

9. Those determined for the training of future primary school teachers should ensure the formation of the following competencies in them: 1) to unite the children of the class, plan work, distribute responsibilities, summarize the work done; 2) to analyze facts, theories, rules and methods related to the activity or field of education; 3) select and prepare educational material and comment on it clearly, expressively, convincingly and consistently; stimulate cognitive interests and the development of spiritual needs; 4) to use inclusive learning technologies in the educational process, to understand the way of thinking of children, their inner world, to objectively assess their emotional state, to determine and take into account their age, individual, psychological and anatomical and physiological characteristics in the educational process; 5) to realize, objectively evaluate pedagogical situations and processes; to use innovative technologies in professional activities, to have a general and pedagogical culture, to be able to analyze their experience; 6) to establish purposeful communication with students, their parents, colleagues and the management of the educational institution in the pedagogical aspect; 7) to form a healthy and personality-oriented educational climate, to create a favorable environment for the development of students' social skills, comprehensive personal development and self-expression; 8) to identify new problems related to the activity or field of education, to analyze different ways to solve them, to determine the progress of students and evaluate their achievements, the level of education and have an emotional and volitional influence on them; 9) to diagnose, to predict and to design activities, show initiative, responsibility, leadership and ability to work in a team; 10) to respect democratic principles, show a

sensitive and fair attitude to spiritual and moral values and instill this in students; 11) using various educational resources and technologies to improve the efficiency and quality of the educational process in primary schools, etc.

10. The progress of the teacher's professional competencies provides for the development of individual creativity, mastery of pedagogical innovations, adaptation to a rapidly changing pedagogical environment. This is an extremely important factor. After all, the socio-economic and spiritual development of society is directly determined by the level of competence of the teacher.

11. Pedagogical practice plays an important role in the formation of future primary school teachers of the necessary professional competencies, as the final stage of four-year training. During the pedagogical practice, future primary school teachers strengthen and deepen the theoretical knowledge obtained in various disciplines, creatively use them during practice, they develop the ability to observe and analyze educational work, organize the pedagogical process taking into account the age and individual characteristics of students, rationally use new pedagogical technologies. Each of these skills is a necessary professional competence for future primary school teachers. Although the basis of most of these competencies is instilled in future primary school teachers in the process of studying at higher educational institutions, but the full formation is completed during the period of pedagogical practice.

12. The training of a competent primary school teacher is a system that requires an integrated approach. This system includes: 1) the correct organization of career guidance work in a secondary school; 2) instilling in students an interest and aptitude for this profession; 3) pedagogical professional suitability; 4) the availability of educational resources (syllabuses, curricula and textbooks) adequate to the social order of society in higher pedagogical educational institutions; 5) a competent university teacher who professionally implements pedagogical technologies in the pedagogical process; 6) a comprehensive school with a solid infrastructure, where future primary school teachers will practice; 7)

stimulating the choice of a teacher's profession for students who have scored high scores, etc.

Successful reforms (the establishment of the "Teacher of the Future" scholarship, the stimulation of teachers' work, the transformation of the teaching profession into a profession that brings a stable salary, ensuring objectivity and transparency in entrance exams, etc.) carried out in the education of Azerbaijan in recent years have contributed to a significant increase in the prestige of the teaching profession.

At the same time, we believe that:

1) in all higher educational institutions engaged in the training of teachers, the subject "Introduction to the teaching profession" should be taught;

2) teaching the subject "Introduction to the teaching profession", which plays an important role in improving the professional and competent level of future primary school teachers, it is advisable to teach in the first semester of the academic year and introduce the topic "Professional competencies of a teacher" into the course content;

3) in order to form important professional competencies in future primary school teachers, it is necessary to provide for the study of systematic theoretical and practical issues related to the organization of marketing and professional development services;

4) according to the order of 28.03.2016 "Rules for determining the need for teachers, recruitment and transfer of teaching staff to general education schools and vocational technical schools included in the system of the Ministry of Education of the Republic of Azerbaijan" graduates of pedagogical faculties of higher education institutions for employment in general education schools of our republic undertake to pass a teacher recruitment competition. To obtain high results, it is advisable to introduce such subjects as "Curriculum of primary education", "Logic", "Methods of teaching the Russian language", "Methods of teaching mathematics" into the curriculum for the VII semester;

5) One of the important conditions for the formation of pedagogical competencies of future primary school teachers is

pedagogical practice conducted under the guidance of methodologists in various subjects in primary classes of secondary schools of our republic. Therefore, we consider it expedient to extend the period of pedagogical practice of future primary school teachers from 14 weeks to 18, while dividing it into two stages: 4 weeks – the III academic year (passive practice), 14 weeks – the IV academic year (active practice).

Considering that pedagogical practice plays an important role in the formation of pedagogical competencies of future primary school teachers, extend its term from 14 weeks to 18 weeks.

The main content of the dissertation are reflected in the following articles and theses:

1. Gələcək ibtidai sinif müəllimlərində peşə səriştəliliyinin formalaşdırılması // "Əbdül Əlizadə: ənənəvi təhsildən təfəkkür məktəbinə" Respublika elmi-praktik konfransının materialları. Bakı, 6 dekabr 2017, s.255-258.
2. Формирование профессиональной культуры будущих учителей начальных классов // "Müasir dünyada inteqrasiya və elmin aktual problemləri" mövzusunda keçirilən Respublika elmi konfransının materialları 22-23 dekabr 2017-ci il. Lənkəran DU. s.288-289.
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14. Gələcək ibtidai sinif müəllimlərinin hazırlığında yeni təhsil proqramlarının rolu (müqayisəli təhlil) // “Qloballama şəraitində müəllim şəxsiyyətinin formalaşdırılmasında pedaqogika və psixologiya elmlərinin yeri və rolu” mövzusunda Respublika elmi-praktik konfransı. 28-29 aprel 2022. Sumqayıt, SDU. s. 201-207.

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