



PEDAGOGICAL SIGNIFICANCE OF THE AXIOLOGICAL APPROACH IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

Tashtemirova Gulnoza Tashpulatovna

Nizomiy National Pedagogical University of Uzbekistan
Senior Lecturer, Department of Primary Education Pedagogy

Abstract: This article examines the axiological (value-based) aspects of the formation of professional competence in students of primary education. The article analyzes the dynamics of the development of the future teacher's spiritual and moral image, attitude towards the child's personality, and professional values based on tables.

Keywords: axiology, primary education, professional competence, value, pedagogical deontology, humanism, junior school age.

In the modern education system, preparing students requires not only imparting a certain set of knowledge, but also forming a strong professional position and system of values in them. In the context of globalization and competition, the axiological approach serves as the main methodological foundation for the development of a specialist's personality based on humanistic values.

Using the invaluable spiritual and pedagogical heritage created by our ancestors in the educational process and instilling it in the minds of young people requires great skill from today's teacher. The spiritual heritage created by our thinkers serves as the most important tool in the comprehensive education of the younger generation.

The changes that have occurred in social existence have led to the events and phenomena that are happening, and the concepts that are being studied. Changes in social existence and the processes of their understanding as interrelated phenomena make new concepts the object of research. In particular, the concepts of "value", "appreciation", "dignity", "value studies", and "value" have become the object of research due to such needs.

At the core, essence and significance of each value lies the possibilities of knowledge of the phenomena of Nature, Society and the spiritual world, scientific generalization, influence on social and spiritual progress.

The emergence of new values is an expression of the fact that human knowledge of the objective world and spirituality continues through inheritance. Values are also an important factor influencing human spiritual development. Historical events in the development of each nation, as well as the experiences of individuals who have made a positive contribution to it, are also part of national

values.

The social perspective of a teacher is formed and developed during the years of general education, in the form of views and a system of values. A value-oriented attitude towards pedagogical activity represents a direction that, in a broad sense, forms the basis of the teacher's personality.

To reveal the theoretical foundations and social and pedagogical necessity of improving the pedagogical training of future teachers based on the axiological approach, it is necessary to reveal the content of the axiological approach.

The science of axiology is translated as the study of values. Whatever a person values becomes a value for him. To value something, one must understand its essence. First of all, a person tries to understand himself.

An axiological relationship is not just a single, separate person's relevant phenomenon. Maybe it can belong to social guru, katlam, nation, state, rest to society. Thus, with an axiological approach, it is possible to distinguish between individual and social manifestations of a qualitative attitude. The axiological approach, along with other methods of scientific knowledge, plays an important role in the study of reality. In scientific knowledge, it is extremely important to determine the laws, levels, and possibilities of the reflection of the universe, its objects, events, phenomena, and others in the human mind, the laws of the correspondence of the understanding of the universe to reality, and its norms and criteria. This is based on the data of social and natural sciences, especially the physiology of the higher nervous system, the organs of sensation and mental activity, and the achievements of such sciences as logic and linguistics, along with the general theory of knowledge (gnoseology).

The essence of the axiological approach is to recognize a person as the highest value and to orient the educational process towards the individual. The axiological component in the development of students' professional competence includes the following:

Professional and ethical values	Adherence to the norms of love, responsibility and ethics for their profession
Personal values	Humanity, tolerance, creative approach and striving for self-development.

Primary education is the foundation of personal development. Therefore, when training future primary school teachers, their methodological skills are not the only thing that comes first, but also their axiological orientation (values). The axiological approach teaches the teacher to consider the child's personality as the highest value and to act on the principles of love and justice.

Professional-axiological portrait of a future teacher

The competence of a primary school teacher is not only to teach reading and writing, but also to form the child's worldview. For this, students should have

developed the following system of values: **Boshlang'ich sinf o'qituvchisi kasbiy-aksiologik kompetentligining tuzilmasi**

Component	Content and indicators	Result
Humanitarian (Humanistic)	Love for the child, respect for his rights, tolerance.	Creating a psychologically safe environment for the child.
Professional-ethical	Pedagogical ethics, responsibility, honesty, pride in one's profession.	Maintaining the prestige of teaching in society.
Intellectual-creative	Striving for knowledge, creativity, the application of innovative technologies.	Maintaining high quality of education.
Empathetic	Understanding the mental state of the child, supporting him.	Ensuring the child's adaptation to school.

Methodology and research methods. During the research, axiological trainings were conducted within the framework of the subjects "Innovative Pedagogy", "Pedagogical Skills" and "Educational Work in Primary Education" to form the values of future teachers.

Stages of developing professional values in future teachers

Stage	Goal	Methods used
Motivational-introductory	Evoke an idea of professional values.	Lecture-discussion, essay "My ideal teacher".
Practical-active	Application of values in pedagogical situations.	Analysis of case-stadi, role-playing games, pedagogical situations.
Reflexive-evaluative	Analysis of its activities on the basis of values.	Portfolio, self-assessment questionnaires.

Axiological paradigm in primary education.

The following conclusions were reached in the development of an axiological approach in future teachers:

Pedagogical deontology: It is necessary to use the "Teacher-Student" tradition to explain to students the duties and responsibilities of teaching.

Development of empathy: taking into account the young psychology of a primary school student, students should be taught to "see the world through the eyes of a child."

Synthesis of national and universal values: Integration of the pedagogical views of Jadid enlighteners such as Abdulla Avloni and Mahmudkhodja Behbudi into modern education.

The ring of traditions is manifested in practical activities, serving to preserve, study, and pass on the historical and spiritual heritage from generation to generation, thereby enriching the spiritual world of man and the culture of peoples. Spiritual heritage forms the basis and foundation of spirituality. We must pay special attention to instill in the minds of young people the invaluable heritage of our great allomes and Saints, The Invincible commander and the courage of our figures, to strengthen

the feelings of national pride and pride in them. Nothing in history disappears without a trace, it is preserved in the blood and historical memory of peoples and manifests itself in practical actions. That is why it is powerful. There are four main criteria for an axiological approach to the spiritual heritage and national values in educating young people based on the harmony of their needs and interests: humanism, people-centeredness, patriotism, and progressiveness.

In the upbringing of today's young generation, who thinks independently and looks closely at life, is able to take responsibility for the fate and future of the motherland, a thorough study of the rich spiritual and cultural heritage left by our great ancestors, on the basis of which the development of an axiological approach to the harmony of human needs and interests is of great importance.

A particular nation did not come into the world today, and throughout its historical life it has accumulated its own social experience, has its own spiritual values, its own system of aspirations in accordance with its location, economic, political and cultural conditions.

Our great ancestors laid the foundation for modern science centuries ago and made an invaluable contribution to its development. Their encyclopedic works in mathematics, astronomy, geodesy, geography, history, arithmetic, pharmacology, medicine, philosophy, and linguistics, as well as their pedagogical views, have left an indelible mark on the development of world civilization. The spiritual and pedagogical heritage created by thinkers and the educational values created by them are important in the moral education of the younger generation in the educational process based on an axiological approach.

It is known that thanks to independence, our people have become the owner of their destiny, the creator of their history, the owner of their own national culture. The desire for national self-awareness increased. It is extremely important that this process focuses on educational values and reveals their importance in shaping a highly moral person.

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