

**THEORETICAL FOUNDATIONS FOR FORMING THE PROFESSIONAL
COMPETENCE OF A PRIMARY SCHOOL TEACHER DURING PEDAGOGICAL
ACTIVITY**

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Annotation: The article reveals the meaning of the concept “professional competence” in the context of forming the competence of a primary school teacher, and outlines the theoretical foundations and conditions for developing professional competence during pedagogical activity. The technology and model for enhancing a primary school teacher’s professional competence are based on readiness to perform pedagogical activity as multifaceted pedagogical competencies, the theoretical and practical integration of professional knowledge, and continuous personal and professional self-development.

Keywords: professional competence, pedagogical activity, professional development, multifaceted pedagogical competency, professional knowledge, self-development, pedagogical situation, pedagogical task, cooperation, interaction.

Establishing reciprocal cooperation becomes an essential part of the primary school teacher’s activity. Today, forming a primary school teacher’s professional competence requires possession of multifaceted pedagogical competencies. In particular, to build pedagogical activity optimally and organize the educational-upbringing process, teachers must have consistently developed abilities for system thinking, structural thinking, multifunctionality, synergy (from Greek: “cooperation, joint action”, “interaction”), and perceptive capacity [1].

A primary school teacher’s competence is the ability to easily manage information flow, switch to developmental and nurturing activities within the educational process, and reorganize their pedagogical practice in response to societal needs [2].

Systemic thinking is the teacher’s ability to consider pedagogical situations and tasks holistically as a result of the influence of internal and external factors. Teachers with systemic thinking approach analyze situations from multiple angles, which enables them to develop many solution variants and select the most appropriate one for a given situation [3].

Structuralization is the teacher’s ability to mentally divide educational tasks into constituent parts that may differ in importance and function. Every specific task’s structure has its own basis — the parameter that creates its structure.

Multifunctionality is the ability to solve didactic and educational tasks simultaneously. Multifunctionality allows a primary school teacher to perform various pedagogical assignments (cognitive, axiological, diagnostic, and motivational) at the same time [4].

Synergy is the ability of a modern primary school teacher with a high level of self-organization to form an integrated team (working and creative groups, group leaders, parent councils, methodological associations) — a team that unites complementary individuals capable of working cooperatively to achieve the highest results (success).

Professional competence is a complex, new form of multifaceted pedagogical competencies that includes theoretical and practical professional knowledge and is always characterized by interconnectedness and harmony [5].

That is, competence manifests itself in optimally activating and synthesizing pedagogical activity, as well as in the need to renew and improve professional knowledge theoretically and practically. Professional competence indicates a primary school teacher's theoretical and methodological readiness for optimal professional activity [6]. It primarily combines a set of psychological, pedagogical, and specialized knowledge and is manifested in generalized pedagogical thinking ability.

A primary school teacher's professional competence is characterized by readiness to carry out pedagogical activities as multifaceted pedagogical competencies, theoretical and practical integration of professional knowledge, and engagement in self-development and improvement [7].

We define a primary school teacher's professional competence as the ability to solve various types of pedagogical problems through multifaceted modeling of the task structure of pedagogical activity.

A teacher's activity contributes to the formation of professional competence in the following directions: self-education, self-development, social/psychological/pedagogical cooperation expressed in non-standard abilities, adaptability, creativity; organizing, monitoring, and evaluating pupils' activities at different stages of the educational process; planning and effective implementation (praxeological competence); communicative competence; and effective verbal and nonverbal behavior in diverse problematic situations [8, 9].

To form a primary school teacher's professional competence effectively, a number of pedagogical conditions are required: conceptual, content-based, motivational, innovation-technological, reflexive-corrective, and supportive conditions [10, 11].

We identify levels of effective formation of a primary school teacher's professional competence by the use of innovative forms and modern tools in the educational process; the ability to work skillfully with acquired information; the development of independent creative and critical thinking; generation of new ideas; recognizing problematic situations in professional activity; preventing and resolving conflicts using modern technologies; communicating amicably and tolerant across diverse socio-cultural groups; teamwork; independent personal and professional self-development; and improving one's ethics, intellect, and general cultural level.

Conclusion. In conclusion, a primary school teacher's professional competence serves as a unit of measurement for their professional maturity. It provides the basis for the teacher's prospective activity aimed at personal and professional development within the pedagogical process. In modern primary education, this indicator positively influences the teacher's professional growth and manifests itself in the enhancement of personal qualities and the formation of individuality that is characteristic of professional success.

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