

## MODEL OF TECHNOLOGY FOR THE FORMATION OF MANAGERIAL COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS.

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**Annotation:** Modern higher education is currently through a difficult reform process alongside the rest of society. This can be seen in the ongoing search for the most efficient ways to carry out educational work that satisfy the drastically rising standards of today. This search includes enhancing organizational structures, training education specialists, and improving educational content. Today, educators are required who not only have a certain sum of knowledge, skills and abilities, but also have a rich internal potential with many characteristics and qualities. In this article, feedback and feedback on the model of technology for the formation of managerial competencies of future primary school teachers will be kept.

**Keywords:** *primary education, future educator, Management Authority, technology, formation, students, modern education, improvement.*

The general information space has substantially enlarged as a result of the modern sciences' quick development and the strengthening of international scientific ties. The authoritarian approach to instructional communication is quickly disappearing. Coordination, dialogue, joint creation, integration, and self-interest will take its place. Our analysis of research on various aspects of pedagogical communication allows us to conclude that this problem is very relevant, and it is not for nothing that it has attracted the attention of researchers of different profiles in different historical periods, and nevertheless, this problem requires additional research, because society each new stage of its development requires a different understanding of it and modern approaches to solving it.

The goal of the study is to define a set of pedagogical requirements for the efficient development of future primary school teachers' capacity for theoretical justification, experimental testing, and professional-pedagogical communication. The university's professional preparation program for aspiring teachers is the subject of the study. Future instructors are being prepared for professional-pedagogical contact with young kids through this procedure. In the study, we made the assumption that the process of forming the readiness of future primary school teachers for professional-pedagogical communication at the university is ensured by the following set of pedagogical conditions:

- development of self-awareness in future elementary school teachers based on reflection as a necessary quality for the implementation of professional-pedagogical communication; use of social-psychological training in the study of psychological-pedagogical block subjects as a dominant form of introducing future primary school teachers to professional-pedagogical communication;
- preparation of future elementary school teachers for communication activities using Internet technologies.

To test this hypothesis and achieve the stated goal, we solved the following tasks:

1. to study and analyze the current situation of the problem of formation of the readiness of future elementary school teachers for professional-pedagogical dialogue in pedagogical theory and practice, to determine the strategy for further research;
2. historical and logical analysis of the problem of pedagogical communication and identification of development stages;

3. Clarify the content of the concept "Readiness of future primary school teachers for professional-pedagogical communication";
4. to theoretically develop and test a complex of pedagogical conditions for the effective formation of the professional-pedagogical communication readiness of future primary school teachers;
5. development of a methodology for organizing social-psychological training as a means of forming the readiness of future primary school teachers for professional-pedagogical communication.

We were able to view the growth of the teacher's professional ethics from a fresh perspective thanks to a significant amount of theoretical and practical work that reveals the investigation of pedagogical ethics, the special nature of the teacher's self-development process, the intensive search for contemporary, contemporary medical and didactic conditions, the organization of the educational process, and the transition from similar technologies to active learning methods and tools.

Compared to developing pedagogical ethics at pedagogical colleges, university students, or teacher training programs, developing pedagogical ethics concurrently with the implementation of the teacher's professional activity provides a number of benefits. Being a teacher necessitates the teacher to get knowledge and abilities in the area of pedagogical ethics that will enable him to address the issues that trouble him.

**In conclusion**, the ability to compare the efforts made with the results achieved in chronological proximity, the real demand for acquired skills and abilities helps to perceive pedagogical ethics as an indispensable tool for solving professional problems. The thoughtful development of pedagogical ethics aids in the teacher's efficient communication with pupils, parents, colleagues, and other members of the educational community. Conflict between the critical need for teachers to intentionally develop their pedagogical ethics in order to improve the efficacy of the educational process at school and the inadequate theoretical and practical development of the organizational-pedagogical underpinnings of that development. The selection of the research topic was influenced by education.

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