

THE ROLE OF TEACHER FEEDBACK IN DEVELOPING COMPENSATORY COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *The most active participants of the educational system are the teaching specialists. That is why it is very important that they have a high level of development of professional competence. In this article, based on the theoretical data collected on this issue, it is the need for primary education teachers to have professional competence and their importance during their professional activities, as well as the structural professional competence of primary education teachers. the discussion on the essence of the parts is reflected.*

Key words. *Education, educational system, pedagogical skills, primary education teacher, competence, professional competence, student, modern school.*

Introduction. The changes taking place in today's socio-economic conditions are new to education policy making demands, they must meet the urgent needs of the state and society. The qualification of teachers with the transition to competency models of Education the requirements and the content of their preparation have changed significantly. The data collected is that it shows that the effectiveness of the implementation of any curriculum is the Professional of the teacher depends on the skill. A primary class teacher means a versatile teacher who teaches all subjects of the basic plan. It is relevant for performance and improvement must have ability, desire and readiness. Accuracy, variety of this profession experts make serious demands on the preparation process of course.

Main part. The organization of the process of improving the skills of teachers is not only special knowledge and not only the acquisition of a complex of skills,

but also the conditions for its further development must provide. Implementation of the teacher training process to their own the process of solving the assigned professional tasks and educational tasks assigned to students includes the formation of readiness for management and the content of preparation and a holistic model of the predicted result to know exactly how to improve their deadlines need to learn. This means that the Professional of primary school teachers ensuring competence as a structure of interdependent components it is advisable to note that so far a teacher in pedagogical science a universally recognized unified structure of competencies, especially the primary class the structure of competence of teachers does not exist. Thus, modern pedagogy effective competency approach to the educational process of the University, which is available in science the problem of ensuring implementation determines the educational goal. Exactly different theorems professional of primary school teachers based on comparative study of approaches structural modeling of competence teacher professional competence helps to understand. The next step of reforming the assessment practice was to make formative assessment optional. It aimed at assessing the student's needs and development in the hope of setting up a tailor-made learning programme in order to support individual development. In so doing the process of development is put into the centre, self assessment, self-image and metacognition instead of the implementation of general educational objectives (Lénárd & Rapos, 2006; Bognár, 2006). Thus, although there is an available assessment model to implement the real role and function of feedback, it could not change the general practice and beliefs of educators except for the lower-primary teachers.

Conclusion. Today, in the process of implementing the requirements of the "Education Act" the training of highly qualified pedagogical personnel is on the agenda as an important problem are being put in. Therefore, knowledgeable based on these requirements, pedagogical education is highly valued, independent-

minded, creative-seeking, high qualified, cultured, which can occur in the process of communication with the educational person the beginning, which is able to solve problems wisely, is the training of the owners of the field of Education actual problems are considered. Mature a person of a new model recognized by law finding, growing up to be the owner of deep knowledge, guaranteeing the perfection of the teacher's professional and methodical competence to educational and educational processes as if the own methods and rules of psychology were not enough in the implementation. Accordingly age from developmental trends in generation learning cycles to new teaching the acquisition of its technologies by the educator and the mental and intellectual in it the study of how abilities are influenced by health, as well as methods in psychology it assumes harmonization with didactic methods.

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