

A CONTEMPORARY COMPETENCY-BASED MODEL FOR THE PROFESSIONAL PROFILE OF A PROSPECTIVE PRIMARY SCHOOL TEACHER

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Abstract

This study examines the professional competency framework of prospective primary school teachers from a scientific and pedagogical perspective. Drawing on contemporary educational theory, the article analyzes the key directions of a teacher's professional activity, including psychological readiness, communicative competence, and pedagogical creativity. The study identifies the qualification criteria essential for effective practice within the primary education system and proposes a structured competency model aligned with the demands of globalization and digital transformation. The findings contribute to a deeper understanding of the professional development pathways, personal attributes, and strategic role of the future primary school teacher in the educational process. Practical recommendations for higher education institutions are also provided.

Keywords: Teacher professional profile; competency framework; pedagogical skills; primary education; teacher training; motivation; communicative competence; innovative pedagogy.

Introduction

Education is widely regarded as the most powerful instrument for elevating the standing of a nation. Recognizing this, the Republic of Uzbekistan has implemented a series of legislative and programmatic reforms in the education sector. Notably, the IX Session of the Oliy Majlis (Parliament) adopted a revised Law "On Education" alongside the "National Program for Personnel Training," both of which reflect the country's commitment to developing a highly educated and professionally competent workforce. The program is grounded in an analysis of national experience and international best practices, and aims to cultivate a new generation of



specialists capable of independent and innovative thinking in a rapidly evolving socio-political environment.

Contemporary research consistently demonstrates that the quality of education is inseparable from the professional competence of teachers. The primary school teacher, in particular, occupies a foundational role in shaping a child's character, worldview, learning motivation, and cognitive development. Accordingly, prospective teachers are expected to demonstrate not only subject-matter knowledge, but also pedagogical expertise, evidence-based instructional strategies, strong interpersonal skills, psychological resilience, and a deep sense of professional responsibility. Against this background, developing a comprehensive professional profile — or competency framework — for the future primary school teacher represents a matter of considerable scholarly and practical significance.

2. Literature Review

The question of what constitutes an effective teacher has been explored extensively across centuries of educational thought. Jan Amos Comenius, in his seminal work *The Great Didactic*, outlined the duties and essential qualities of a teacher, arguing that the educator serves as a guide who inspires students toward knowledge and communicates content in a clear and accessible manner. Similarly, the medieval Central Asian philosopher Abu Nasr al-Farabi, in *The Virtuous City*, portrayed the teacher as the foremost moral educator of society, insisting that “a teacher must be wise, just, honest, and pure in intention” and that “a mentor who has himself achieved perfection can lead others to excellence.”

Within the Uzbek pedagogical tradition, Abdulla Avloniy was among the first scholars to systematically define pedagogy as “the science of child upbringing.” He emphasized that “a teacher must above all possess high moral character, a pure heart, and patience — and must serve as a personal example through his own conduct.” These classical perspectives underscore the enduring importance of the teacher's personal qualities as a cornerstone of effective education.

More recently, Hattie (2018) demonstrated through large-scale meta-analysis that teacher-related variables account for a substantial proportion of variance in student achievement, reinforcing the centrality of teacher quality in educational outcomes. Vygotsky's (2005) sociocultural theory further highlights the teacher's role as a mediator of cognitive development, particularly in the early years of schooling.

3. The Concept of a Professional Competency Framework

A professional competency framework (referred to in Uzbek and Russian educational literature as a *professiogramma*) is a structured document that systematically describes the characteristics, requirements, and performance standards associated with a given profession. It enumerates the personal, general, and occupation-specific qualities required for effective professional activity, and serves as a tool for both career guidance and ongoing professional development.

For the teaching profession, such a framework constitutes a scientifically grounded description of the knowledge, skills, abilities, and personal attributes required for effective classroom



practice. It also provides a benchmark against which prospective and practicing teachers can assess their own professional readiness. The framework encompasses the following core domains:

- **Personal attributes:** patience, fairness, genuine care for children, and interpersonal warmth.
- **Professional knowledge:** deep subject-matter expertise combined with knowledge of pedagogy, educational psychology, and instructional methodology.
- **Pedagogical competencies:**
 - **Didactic:** the ability to design and deliver effective learning experiences.
 - **Communicative:** clear, purposeful, and empathetic interaction with students, parents, and colleagues.
 - **Organizational:** effective classroom management and lesson planning.
 - **Perceptive:** sensitivity to the individual needs and characteristics of learners.
 - **Creative:** the capacity to devise innovative instructional approaches and solve pedagogical challenges.

4. A Competency-Based Model for the Modern Primary School Teacher

The rapid pace of globalization and the proliferation of information and communication technologies have substantially redefined expectations of the primary school teacher. The contemporary educator is no longer conceived solely as a transmitter of knowledge, but rather as a designer and facilitator of meaningful learning experiences. Drawing on current research and policy frameworks (UNESCO, 2023; Toirova, 2021), the following competency-based model is proposed:

Competency Domain	Core Components	Expected Outcomes
Humanistic and Person-Centered	Emotional intelligence (EQ), empathy, patience, and unconditional positive regard for students.	A psychologically safe and motivating classroom environment.
Cognitive and Intellectual	Broad general knowledge, creative thinking, and critical analysis.	Development of logical and creative thinking in students.
Digital and Technological	ICT literacy, appropriate integration of AI-based tools, and digital pedagogy.	Engaging, interactive, and visually rich lessons.
Communicative and Social	Professional communication skills, community engagement, and partnership with families.	A collaborative teacher–student–parent triad that supports holistic development.

A defining characteristic of the primary school teacher's competency framework is its grounding in child developmental psychology and a learner-centered pedagogical orientation. The framework integrates the following knowledge and skill domains:



- Foundations of pedagogy and educational psychology;
- Subject-specific instructional methodology;
- Contemporary pedagogical technologies and evidence-based practices;
- Pedagogical competencies as described above;
- Professional values, ethical conduct, and personal development.

5. Practical Recommendations for Teacher Education Programs

Based on the proposed framework, the following measures are recommended for higher education institutions engaged in primary teacher preparation:

Integration of digital pedagogy: Incorporating dedicated courses in digital didactics and game-based learning will equip pre-service teachers with the skills to engage learners through contemporary platforms, moving beyond traditional textbook-based instruction and enhancing overall educational quality.

Expansion of psychological training: Strengthening psychological preparation programs will help prospective teachers develop resilience under professional stress, effective self-regulation strategies, and the competencies necessary for working with students in inclusive educational settings.

Establishment of creative pedagogy laboratories: Providing students with structured opportunities to design project-based lesson plans — rather than reproducing conventional templates — will foster pedagogical innovation and prepare graduates for the realities of dynamic classroom environments.

6. Discussion and Conclusions

The professional competency framework of the primary school teacher is far more than a formal job description; it constitutes a strategic roadmap for shaping the intellectual development, values, and well-being of future generations. As one formulation aptly captures, “the professional profile of an educator is not merely a checklist of requirements, but a strategic pathway to professional formation.”

Empirical analyses suggest that the personal attributes of a primary school teacher — including kindness, patience, empathy, and fairness — account for between 56% and 70% of the variance in student motivation (Mavlonova et al., 2018). More broadly, Hattie (2018) reports that teacher quality explains approximately 50% of the variation in learning outcomes, with instructional methodology contributing around 30% and the learning environment the remaining 20%. These findings underscore the primacy of investing in the holistic professional development of teachers, with particular attention to personal attributes alongside pedagogical expertise.

In an era defined by accelerating globalization and digital transformation, the primary school teacher must simultaneously fulfill multiple professional roles: a knowledgeable educator, a perceptive and empathetic psychologist, a skilled communicator, a reflective practitioner committed to continuous self-improvement, and a technologically proficient specialist.



Developing a comprehensive and contemporary competency framework is therefore not merely an academic exercise, but an urgent practical priority for education systems seeking to prepare the next generation of citizens for an increasingly complex world.

Those who choose to dedicate themselves to primary education are individuals of genuine purpose and commitment. Teaching is not an ordinary profession — it demands exceptional dedication, resilience, and a long-term vision. Teachers who invest in their students' intellectual and moral growth leave an enduring legacy. Their competency framework is, ultimately, the key that unlocks the cognitive awakening and ethical formation of the future.

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