

SCIENTIFIC AND THEORETICAL BASIS OF IMPROVING THE PEDAGOGICAL TRAINING OF FUTURE TEACHERS

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Annotation: *This article describes the conditions for improving the pedagogical training of future teachers, increasing attention to the profession, the means and sources of increasing their love, the ability to carry out innovative professional activities, and the conditions for increasing the professional motivation of future personnel. considered.*

Key words: *future teachers, professional pedagogical training, innovative professional activity, practice, motivation, intellect, education, training, pedagogue, concept of profession*

In Uzbekistan, which is developing, a lot of attention is paid to the field of education. The new version of the Law on Education, adopted on September 23, 2020, introduced significant changes to the education system. Article 35 of this law states that "In the curriculum, as a rule, the schedule of the educational process, the beginning, duration and periodicity of education, academic years, quarters, semesters, practice, vacations and attestation, the number of allocated weeks, studied subjects (modules) and hours (credits) allocated to them, as well as other necessary parameters are displayed. [1]

Decree No. PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures for the development of the fields of education and science in the period of new development of Uzbekistan" and in order to ensure the implementation of this decree Resolution No. PQ-4884 "On additional measures to further improve the education system" adopted on November 6, 2020, aims to improve the education and science sectors of our country, In order to further increase respect for teachers and pedagogic staff, scientific and creative intellectuals, develop the professional skills of teachers, expand the participation of the private sector in the system, in the new development period of Uzbekistan, the fields of education and science the main directions of development were defined. Knowledge-based economy requires new models of education and professional training. [2]

Improving the pedagogical training of future teachers requires professional development. For this, it is necessary to know the scientific-theoretical views studied by pedagogues and methodological scientists on the formation of teacher competence in world science, improvement of pedagogical training and professional development of future teachers. Methodologically improving the pedagogical training of future teachers for innovative professional activities, training of wide-profile specialists, conducting scientific research works on developing students' creativity, professional competence, and scientific outlook is of particular importance in the world. In foreign countries, the issues of improving the teacher's pedagogical activity are widely studied. Various aspects of

improving the pedagogical training of future teachers in European countries were covered by Zhai Hunyun and Ye.N.Galiullina in their research works. In this regard, the need to improve the professional methodology of future teachers, to increase the efficiency of educational activities, and to apply advanced foreign experiences to education is explained. Today, improving the preparation of future teachers for innovative professional activities, ensuring the successful transition of students to the next stage of education, raising the quality and efficiency of teaching, adapting to international standards, improving scientific literacy, education improvement of the education system is of particular importance. N. Muslimov, Y. Ghaziyev, K. Mamedov, formation of professional training through innovative technologies and methods have been researched by N. N. Azizkhodjayeva, O'. Q. Tolipov and others. The progress of science and technology in our country, changes in society, and modern education system are at the stage of high level of renewal. [6]

One of the updated requirements of training for innovative professional activity is to teach future elementary school teachers about the need to create conditions, rapidly changing work content, and the need for continuously updated knowledge. In order to prepare future teachers for innovative professional activity, it is necessary for the student to have a good understanding of the structure of the teacher's activity. It is known that innovative activity is connected not only with knowing how to solve tasks within a certain scope, but also with the availability of motivational preparation to search for and solve external tasks. Because self-expression of a pedagogue is important in the training of future teachers and in the implementation of innovative activities. The motivations for the teacher's innovative activity are listed as follows: external incentives related to material rewards for certain elements of the introduction of innovations; motives of teacher self-improvement.

The concept of a profession is an occupation that requires special training, a person constantly experiences and serves as a source of livelihood. The profession unites people engaged in the same activity, and within this activity, certain relationships and moral norms are established. In his studies, E.A. Klimov states that "Profession is a necessary and valuable field for society, and it requires physical and mental strength from a person." V.G. Makushin says that profession is such an activity that with the help of a person participates in the life of society and serves as the main source of material means for his living. Summarizing the existing definitions, it can be concluded as follows: "Profession is the main form of labor activity, in order to perform it, a person must have certain knowledge, skills and abilities, special abilities and developed important professional qualities. " Specialization is a set of special knowledge, skills and competences in the process of work acquired through professional education and training, which are necessary to perform a certain type of activity within this or that profession. Thus, specialization is a type of professional activity within a profession, which is directed to personal achievements or to achieving general results through specific situations.

One of the conditions for the effectiveness of professional activity is the professional preparation of a specialist. According to the famous Russian psychologist I.K. Platonov, "professional preparation is the subjective state of a person who believes that he is able and prepared to perform the necessary professional activity and strives to perform it. E.

Seytkhalilov, B. Rahimov and N. Azizkhodzateva explain that "professional training is the process of acquiring theoretical knowledge, skills and abilities that allow a person to engage in a specific type of professional activity." [12]

R. Ishmuhamedov, A. Abdugadirv and A. Pardayev emphasize that the basis of professional training should reflect "psychological, psychophysiological, physical and scientific theoretical and practical training of the future specialist". Based on the opinion of the authors, the concept of "professional training" can be defined as follows: Professional training - based on the acquisition of special theoretical knowledge, practical skills and qualifications, as well as spiritual and moral qualities, physiological, level of psychological and physical fitness.

The formation of professional training is the process of physiological, psychological and physical preparation of a future specialist for the successful conduct of professional activities, the formation of special theoretical knowledge, practical skills and qualifications, as well as spiritual and moral qualities in a person based on the requirements of DTS. Vocational training means assimilation and individualization of professional activity requirements of a future specialist. [11]

We know that a person is an active object and subject of the educational process, and his activity in the process of professional adaptation of future teachers is determined by his orientation. While researching the problem of personal orientation, S. L. Rubinstein divided it into needs, interests, expressed in ideals, beliefs, priority motives of activity and behavior, and worldviews. Psychologists L.I.Bojovich and R.S.Nemov interpret personality orientation as a system and sum of motives. Professional orientation is a unique form of personal orientation, which is reflected in the influence of motives and needs.

In the literature on pedagogic and professional education, the concept of "vocational orientation" refers to the following content:

1) "Professional orientation" - a person's ability, interests, need and firm belief in a specific type of activity (A.B. Seyteshev);

2) "Professional orientation" - leadership in personal qualities of the connection between the choice of profession, interest, firm confidence and motives for choosing a profession (N.K. Stepankova). [8]

In the works of some researchers, there are attempts to reveal the essence of the concept of "orientation to the pedagogical profession", taking into account the fact that the individual is directly oriented towards the specific professional activity. Among them:

1) "Orientation towards the pedagogical profession" - a person's "interest in the pedagogical profession and passion for this type of activity" (N.V. Kuzminova);

2) "Orientation towards the pedagogical profession" - attitude towards children, passion for pedagogical work, ability of pedagogical observation.

The concept of motive is interpreted in psychological literature (lat. movere- to move) as a motivating reason for activities related to the satisfaction of certain needs.

The research scientist E.S. Chugunova developed a classification of motivations for choosing a workplace and a profession, and defines the motivations for choosing a profession, which reflect the reasons for the desired professional activity, as follows: -

dominant (predominance of interest in the profession); - related to the situation (realization of conditions that have always interested a person); - conformist; - other professional motivations (with the advice of the social world close to him, that is, relatives, friends and acquaintances). [5]

Pedagogical scientist V.A. Slastenin in the formation of professional skills and qualifications of future teachers:

1) specific situations in which the specialist should work;

2) his work duties;

3) emphasizes the need to take into account the required knowledge, skills and abilities. [4]

Professional qualities are one of the important factors of success in pedagogical activity, they are goal striving, determination, the ability to divide attention, diligence, observation, pedagogical tact and the development of pedagogical imagination, social activity, initiative, setting a personal example, universal and national values. characterized by aspects such as direct contribution to further enrichment. (self-reinforcement through external positive evaluations of others); professional motive; consists of personal self-fulfillment motives.

Creativity is also an important feature of the teacher's innovative activity. Creativity depends on the ability to show socially significant creative activity, creativity is considered as a person's creative capabilities and its special feature. The technological component of innovative activity has a reflexive nature, understanding the thoughts and actions of the group of learners and their own activities, self-analysis, self-evaluation, self-understanding and interpretation. illuminates the activity.

The future teacher will search for new targeted information, create an author's school, share his experience with others. Intuition, innovative imagination, and improvisation play an important role in the activities of such teachers. It is well known that not all teachers respond to news in the same way and do not receive it at the same time. The problem of independent, creative, practical training of future teachers for innovative professional activity has always been the focus of psychology and pedagogy researchers.

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The teacher is described as a person who has a creative approach, is inquisitive, and embodies pedagogical ideas. The acquisition of professional innovative skills can be formed on the basis of the comprehensive acquisition of the wealth of knowledge about students. A high pedagogical culture allows the teacher to competently choose effective forms, methods, and tools of education, and this is the basis for the optimization of the educational process.

A future teacher must be able to overcome the following personal qualities that are impossible for his profession:

- apathy;
- formality in education and upbringing of children;
- indifference to children and their fate;
- jizzakiness;

- rashness and thoughtlessness in behavior when making decisions. Therefore, the innovative activity of the teacher has its own characteristics, and it is mandatory to take them into account in practical work, on the one hand, and knowing them, on the other hand, allows the teacher to understand the manifestations of innovative directions and technologies, personal it allows to search for an individual work method and to determine a specific area of innovative pedagogical activity.

Factors and conditions of pedagogical adaptation of future teachers to their profession In the development of strategic plans for the development of the market of labor and educational services of the Republic of Uzbekistan, special attention is paid to the issues of

the level of professional training of specialists and the formation of the ability to adapt to the requirements of activity.

This, in turn, creates the need to solve the following tasks related to increasing the efficiency of the process of professional adaptation of future teachers:

- determining the content of professional adaptation of future teachers based on the modern demands and offers of the labor market for the training of pedagogues;
- to determine the pedagogical and psychological factors and conditions that form the innovative potential of quality acquisition of professional knowledge, skills and qualifications;
- setting and implementing pedagogical conditions of professional adjustment based on a creative cooperation environment based on a systematic approach;
- development and implementation of new publications, electronic manuals, educational-methodical complexes that serve social-pedagogical aspects, theoretical issues of professional adjustment of future teachers and independent education of students. [9]

It is known that the professional adjustment of future teachers is a systematic process aimed at specific goals. In modern pedagogical and psychological studies, the stages of the process of professional adaptation of future specialists are described in different ways.

It was determined that the process of professional adaptation of future teachers will take place in the following stages:

Stage 1. Motivational orientation to professional activity

Stage 2. Mastering the requirements of professional activity

Stage 3. Professional self-awareness, adaptation

Preparing and adapting future teachers to pedagogical activities is of great importance. Because society develops through hard work of pedagogues. The growing young generation will become perfect people.

Internships are a mandatory part of the bachelor's education process and are directed to the formation of professional training, practical skills and competencies of students. Many types of internships are held in the training of bachelors. One of them is pedagogical practice.

Pedagogical practice is the main and important part of the system of professional training of a future specialist. Pedagogical practice is a process that connects the student's theoretical education and future independent activity and ensures the formation of professional skills and qualifications, and is considered a school of initial experience.

Pedagogical practice is the main part of the pedagogical process in the pedagogical training of future teachers. Pedagogical practice is carried out in accordance with the model and working curriculum. The content of pedagogical practice depends on the type of practice and corresponds to the program developed in the department. Pedagogical practice is organized separately from training sessions.

The purpose of pedagogical practice is to prepare future teachers for professional activities, to test the acquired knowledge in practice, to feel the responsibility of pedagogical activities and to form the skills to work on oneself, as well as to improve the work of experienced teachers. consists of learning.

Tasks of pedagogical practice:

- Nurturing students' interest in teaching profession;
- Formation of a whole understanding of pedagogical activity;
- Formation of pedagogical skills and qualifications;
- Creating experience in pedagogical activity.

Pedagogical practice is the first step of a future teacher in his teaching career.

Pedagogical practice is used for professional education and focuses on improving pedagogical skills. Professional training of future teachers takes place together with pedagogical practice. One of the most important tasks of pedagogical practice is the formation of professional training of future specialists.[5]

Pedagogical practice consists in the development of intelligence and logical thinking in students based on the uniqueness of the chosen specialty. In this case, as the main criteria of professional training, the future specialist's practical readiness for activity and the level of mastering of knowledge, skills and qualifications within the scope of specialization, and adaptation to the requirements of professional activity are determined.

In conclusion, it should be mentioned that pedagogical practice occupies an incomparable place in the work of future teachers. Pedagogical practice is important in determining what abilities each pedagogue has and acquiring gnostic skills, constructive skills, communicative skills, and organizational skills. Of course, it is also necessary to say that pedagogical practice is the most convenient opportunity to apply professional skills and qualifications acquired by students during the educational period.

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