

MODERN TRENDS AND PROBLEMS OF PEDAGOGICAL EDUCATION

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Annotation: The article reveals the tendencies of pedagogical education, considers the problems of higher pedagogical institution in the conditions of modernization of modern education and introduction of innovations.

Keywords: modernization of education, trend, human capital, teaching staff, culture of the teacher.

INTRODUCTION

In modern teacher education, as well as in vocational education in general, integrative trends of internationalization, globalization, Europeanization, professional development education are manifested.

The internationalization of higher professional pedagogical education refers to both intranational and international relations in education associated with integration processes. International cooperation of universities is united by the solution of the problem of quality, which is important for the life force of education. As a result of growing integration processes, a single world educational space is being formed. Universities, regardless of which of the mega education systems they are part of (the Bologna process, the American, British, Pacific Rim) need to solve their financial problems, and students need to deal with issues related to obtaining a better education, generally recognized diplomas, giving the right to subsequent decent employment and alignment careers [2].

MATERIALS AND METHODS

It is known that modern higher pedagogical education involves the study by students of a large number of different academic disciplines, each of which has its own sign system of information, due to the corresponding basic science. Considering that the student age is sensitive enough not only to receive new information, but also to develop the spiritual, intellectual, bodily functions of the body (B.G. Ananiev), educational technologies can be very effective. So practice has shown the productivity of the educational process with a special focus on the intellectual functions of learning [3, p.

390]. These functions can be represented, for example, by the following series of dichotomous pairs: analysis - synthesis, concretization - abstraction, comparison - comparison, coding - decoding, generalization - classification (L.S. Vygotsky, A.R. Luria, V.V. Davydov, L.B. Itelson).

RESULTS AND DISCUSSION

However, the correspondence of the training of graduates of the system of higher pedagogical education to the modern perspective needs of society faces numerous problems. The totality of these problems can be represented by the following clusters.

I. Axiological problems:

- Students of pedagogical universities are not motivated to master the subject position in relation to future educational activities, to the educational process of the university (active understanding of the problems that arise in the educational activities of the university; participation in the initiation and design of systemic changes in the university; quality management of their own activities; participation in the quality management of activities university, etc.);

- there is no axiologically oriented system;

- pedagogical support for processes that ensure the quality of training of future teachers and the continuous professional development of their mentors - university teachers;

- a significant part of students perceive the university not as a necessary stage in the development of their research and teaching competencies, but as a place useful for further career growth not related to scientific or teaching activities.

II. System problems:

- in the field of research and innovation activities of universities, situational management of the traditional type is implemented (at the same time, not only students, but also teachers, as a rule, are doomed to the role of performers, and not subjects of the process);

- insufficient focus of education on the needs of the post-industrial economy and society of the 21st century;

- there is no objective, transparent and understandable system for all subjects to recognize the results of education in each module;

- Universities do not form and implement a unified program that systematically supports research, starting with students and ending with a few years after defending a Ph.D. thesis.

III. Psychological problems [4]:

- most teachers do not realize the need to move from the position of a transmitter, reproductively reproducing existing knowledge, ideas, values and meanings, to the position of a source of new knowledge, ideas, values and meanings for the future teacher;

- pupils and students do not have a decent “package of competencies” (social, professional, creative);

- “finalistic” thinking of students is widespread.

IV. Organizational problems:

- there is no mechanism for making mutual obligations of the university, teachers, students and monitoring how they are observed;

- imperfection of educational programs and technologies, inadequacy of their actual needs, there is no continuity of educational programs of universities;

- the level of training of university graduates who join the ranks of graduate students is declining.

CONCLUSION

Thus, the logic of the connection between the integrative trends of globalization, internationalization and Europeanization dictates to universities the need to revise and adjust educational programs and develop new strategies and tactics in education, on which the effective functioning of national education systems and their rational, carried out in the national interests, inclusion into the global educational system.

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