

THE ROLE OF THE PSYCHOLOGICAL-PEDAGOGICAL SUPPORT SYSTEM IN IMPROVING THE PEDAGOGICAL THINKING OF FUTURE TEACHERS

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Annotation. *In this research work, special emphasis is placed on the role of the psychological-pedagogical support system in improving the pedagogical thinking of future teachers and the issue of scientific and practical training of young pedagogues.*

Key words. *pedagogical thinking, support, conceptual framework, relationship with parents, continuity principle, foreign studies.*

Currently, the educational system of New Uzbekistan is characterized by significant changes, as a result of which, first of all, innovative processes are being activated. Today, the education system is significantly influenced by external factors. Radically new requirements are placed on it, their constant growth is caused by a number of global development trends:

- accelerating the pace of society's development requires preparing students for life in rapidly changing conditions;
- with a significant expansion of the scope of intercultural interaction, communication skills and tolerance of school graduates are of particular importance;
- the emergence and intensification of global problems require young people to have a modern way of thinking in order to solve them;
- democratization of the society, expansion of political and social choice opportunities collides with the need to form the readiness of the citizens for such a choice in the school;
- the rapid development of the economy and deep structural changes in the field of employment determine the constant need for professional training and retraining of employees, the need to strive for education and form the ability of school graduates throughout their lives.

School change to meet these demands, this process must be continuous. All this can be done by an independent, active teacher who is flexible to the changes that are taking place, who can take responsibility, who values his own development, who is able and ready to learn continuously. Thus, first of all, there are special requirements for the development of the teacher's professional qualifications.

Pedagogical thinking as a scientific problem does not yet have a clear definition, and despite the fact that interest in it has a significant history of development, it has not been fully analyzed. Pedagogical thinking as a concept appeared in the scientific lexicon at the end of the 50s of the 20th century.

Initially, its interpretation in domestic and foreign studies had different semantic emphases. Determining the nature and characteristics of the organization of psychological-pedagogical support for the development of the teacher's pedagogical thinking requires solving a number of problems. First, to determine the purpose of psychological-pedagogical support for the development of the teacher's pedagogical thinking, which includes the analysis of the currently organized system of educational support. Secondly, it is necessary to identify and emphasize the directions of psychological and pedagogical support for the development of the teacher's pedagogical thinking. The solution of this problem includes the analysis of theoretical approaches to the problems of psychological and pedagogical support reflected in domestic and foreign sciences.

The review of the content of psychological-pedagogical support for the development of the teacher's pedagogical thinking includes the analysis of the system of psychological-pedagogical support both from a theoretical point of view and from a practical point of view. Currently, there is a clearly defined approach to support in the educational system, that is, to support the educational process. With this approach, the object of psychological-pedagogical support is the educational process, and the subject is the state of development of the child as a system of relations with the world, others (adults and peers), and himself.

At the same time, we talk about the need to create a system of psychological and pedagogical support, which should be based on the following principles: respect for the child's interests; the principle of continuity (the child is guaranteed constant support and assistance in solving the problem at all stages of educational activity); the principle of systematic support (setting the main tasks and measures to help the child should be based on a comprehensive, high-quality diagnosis, which allows to identify not only his problem areas, but also his strengths, which he relies on to work with).

Therefore, the goal of psychological and pedagogical support is to ensure the normal development of the child (in accordance with the development norm at the appropriate age). This goal determines the formation of a number of tasks:

- prevention of problems in child development;
- help (assistance) in solving urgent problems of development, education, socialization of the child: difficulties in education, problems related to the choice of education and professional direction, disorders of the emotional and volitional sphere, peers, teachers, relationship problems with parents;
- psychological support of educational programs;
- development of psychological and pedagogical competence of students, parents, teachers.

The main focus is on involving the student in the process of interaction to create conditions for self-development, self-movement and interaction in activities. As a result, with this approach, the teacher remains outside the field of action of this system. Only one of the tasks is related to the teacher and his psychological-pedagogical competence.

A slightly different approach is observed from the position of theoretical understanding of this issue. The role of support in foreign psychology has been noted by many authors. Thus, when A. Adler emphasized that understanding and support can compensate for inferiority and turn weakness into strength, he focused on support. According to A. Maslow, special attention should be paid to supporting a mentally healthy person, because every person has a strong potential for development by nature. Therefore, psychological help is necessary in connection with meeting the leadership needs of a person for self-realization.

Thus, to date, it has been determined that the development of a psychological-pedagogical support system should be carried out in several stages: conceptual justification of support; development of a psychological-pedagogical support program; design of psychotechnologies of support.

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