



## Pedagogical Conditions Of Training Professional Education Teachers

**Akhadova Gulnoza**

PhD student of Jizzakh Polytechnic Institute  
[axadovagulnoza7257@gmail.com](mailto:axadovagulnoza7257@gmail.com)

### ABSTRACT

This article discusses the pedagogical conditions for training teachers of professional education. The tasks, foundations and signs of pedagogical conditions for the implementation of the pedagogical strategy of training teachers of professional education are revealed.

### Keywords:

Pedagogical Conditions, Educational Process Subjects, Pedagogical System, Pedagogical Strategy, Professional Competence, Motivation, Synergistic Effect, Business Games, Creative Thinking.

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "May our youth grow up to be independent thinkers, have high intellectual and spiritual potential, and become people who are not inferior to their peers in any field on the world scale. "We will mobilize all the strength and capabilities of our state and society for this" are confirmed by the reforms being carried out in various areas of our state.

Organizational-pedagogical conditions and information-methodical opportunities for training pedagogues for new professional education are expanding in our country. Also, on the basis of the principle of "Learning throughout life", innovative educational programs for continuous professional development of pedagogic personnel, organization of the educational process based on the purpose, tasks, and content of education, retraining and continuous professional development of pedagogic personnel. attention was paid to issues of continuous updating based on approaches [1]. From this point of view, it is urgent to improve the didactic possibilities of using formal and informal forms

of education and teaching-methodical support based on modern approaches in the continuous development of professional-pedagogical competence of professional education pedagogues. The globalized world has entered the "era of new knowledge and competences", as a result of which profound changes have taken place in society, economy and social life. It is understood that the successful transition to a competence-based economy and society is directly related to "lifelong learning", which is of great importance for the development and prosperity of the country. The development of adult education or continuous education in today's concept is related to the consequences of changes in science, technology, socio-economic relations as a result of the rapidity of the 21st century, the acquisition of all areas of information and communication technologies, the digitization of education. One of the unique aspects of the adult education process is the conscious understanding that the acquired knowledge, skills and competence system is aimed at finding its place in the professional or life process, the clarity of the goal, the focus on learning is characterized by the strength of

motivation. This requires a unique differential approach to the educational process, necessary pedagogical conditions and teaching technologies [2]. The Decree of the President of the Republic of Uzbekistan dated September 6, 2019 No. DP-5812 "On additional measures to further improve the professional education system" is important in the modernization of vocational education in the republic. According to the decree, starting from the 2020-2021 academic year, the primary, secondary and secondary special professional education system and differentiated educational programs will be introduced in the Republic of Uzbekistan in accordance with the levels of the international standard classifier of education. The task of establishing a network of educational institutions was determined [3]. It is natural that the implementation of the tasks specified in the decree will increase the need for continuous professional development of pedagogic personnel based on competency approaches. In this process, the study of modern trends and paradigms of professional development, the analysis of foreign experiences in the introduction of alternative forms of professional development, the development of need-based courses and short-term courses aimed at meeting the need for complementary and additional education. 'learning is extremely necessary.

It is known that the development of the methodology of pedagogical research begins with the identification of the characteristics of pedagogical phenomena and processes as research objects. In this case, the system of improving the qualifications of pedagogic personnel managing the educational process is a completely separate pedagogical reality. We can find the first ideas about continuous education in the religious-philosophical ideas and scientific works of the philosophers Socrates, Plato, Aristotle and Seneca about the continuous spiritual improvement of a person, as well as in our holy religion of Islam, in the hadiths. For example, the hadith "seek knowledge from the cradle to the grave" reflects the importance of learning throughout life. The emergence of the idea of continuous education, in turn, appeared as a pedagogical

concept on the one hand, and as a result of practice on the other hand [4]. The long historical roots of the issues of education and lifelong learning are also reflected in the works of Eastern thinkers Abu Ali ibn Sina, Abu Rayhan Beruni, Abu Nasr Farabi. Abu Nasr al-Farabi, in his treatise "Exemplary Education", specifically focused on the issue of a good description of the material that students should master, and before gaining knowledge and experience, a person does not take into account many things, knowledge after acquiring and gaining experience, he changes the way he looks at things, he feels the necessity of things that he previously considered useless, what he did not notice before now, on the contrary, amazes him. Farabi expressed his opinion about the method of learning knowledge in his work "Happiness - About the Attainment of Happiness". He said that the science that needs to be known is studied first, and this is the science of the foundations of the universe. After studying it, it is necessary to study natural sciences, the structure and shape of natural bodies, knowledge about the sky. After that, in general, the science of living nature, plants and animals will be studied, he says. A pharaoh cannot reach maturity alone. He will need to be in contact with others, their support or relationships. In his opinion, it is important that the educational process is organized by an experienced pedagogue and teacher. Because not everyone can know happiness and events on their own. He needs a teacher for that [5]. Mahmud Kashgari, in his work "Devonu lug'otit turk" ("Collection of Turkish words"), "Listen to the words of knowledgeable and intelligent people. Learn and implement sciences and crafts," he said. This opinion of Allama encourages people to work and do good, condemns evil, honors the masters of knowledge and crafts, and calls people to learn from them. Abu Rayhan Beruni emphasizes that the pedagogue should strictly adhere to the following didactic principles during the educational process: not to bore the learner; based on diversity in education; adheres to coherence, systematicity, consistency and logic; interesting, mainly visual presentation of new topics, etc. Also, Ibn Sina's didactic principles

about methods and ways of acquiring scientific knowledge and teaching students in the form of a class-lesson are important:

- not to make the learner busy with the book at once when imparting knowledge;
  - pay attention to teaching as a team (class);
  - taking into account the interest and ability of students in imparting knowledge;
  - combining training with physical exercises, etc. [6].
- As part of the research work, we determined the analysis of opportunities for continuous education of professional education pedagogues in modern education and the study of paradigms of continuous education as a first-level task. The pedagogy of the 21st century points out that these qualities are not enough in the modern world, and now it is necessary to act on the basis of the need to develop thinking, create a creative space, environment, a creative person, and create a creative product.

From scientists of the CIS and foreign countries V.I. Baidenko, A.A. Verbitsky, N.A. Grishina, E.F. Zeer, I.A. Zimnaya, O.N. Yarigin, N.V. Kuzmina, A.I. Kuleshova, A.K. Markova, N.V. Skachkova, A.V. Khutorsky, S.R. Berger, V. Grabe, J. Harmer, L. Harver and others conducted a number of scientific researches on the content of labor education and the formation of teachers' knowledge and skills for effective labor productivity. U.Nishonaliyev, A.R., among the pedagogic scientists in the training of future specialists in higher education institutions. Khodzhaboyev, N.A. Muslimov, Z.Q. Ismailova, Sh.S. Sharipov and others conducted research.

Perfect organization of lessons and lectures in continuing education is the primary task of the teacher. The topics studied at a high level are kept in the minds of young people for a long time and influence the formation of their faith, beliefs and ideologies. For this reason, the teacher's academic level, his attitude to his duties, his passion for coaching young people, his pedagogical skills, and his competence are first seen in lessons and lectures. The quality of the lesson and lecture also determines the level of assessment given to the activity of the science teacher.

In order to master the art of teaching, the training organized by the teacher is a means of providing deep knowledge. serves as a mirror showing what needs to be done to be a worthy citizen and builder.

Pedagogical practice plays an important role in the development of pedagogical competence in future teachers. During the pedagogical practice, the students experienced the necessary professional competence in the work of the teacher and acquired knowledge, skills and qualifications. During the period of qualified practice, they gain experience as a basic specialist, see the technological processes with their own eyes, and participate in them to form the necessary knowledge, skills and qualifications.

The technology of developing the qualities of pedagogical competence in future teachers is manifested in the following: teaching skills, organization, creative approach, the formation of personal qualities that provide a humanitarian factor in the educational process, independent thinking and the desire to acquire new knowledge, new acquisition of pedagogical and information technologies, the formation of practical skills for working with the global network of the Internet, the development of the art of speaking, the ability to objectively control and evaluate the knowledge of learners in the process of pedagogical practice, assess the situation and solve problems to acquire solving skills and finally to work tirelessly on himself.

Today, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day, one of the reasons for this is that until now, the traditional If in education students are taught to acquire only ready-made knowledge, modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions.

**The main part.** Since the concept of condition is very actively used in the description of the pedagogical system in modern pedagogical research, it makes sense

to talk about pedagogical conditions separately. During the research, a comprehensive analysis of the concept of "pedagogical conditions" allows us to highlight a number of rules that are important for our understanding of the studied category:

1) pedagogical conditions are a mandatory part of any pedagogical system;

2) pedagogic conditions represent the possibilities of the professional educational environment expressed in the mutual cooperation of the subjects of the educational process, as well as the measures of the environment of the higher education institution, which were developed in an appropriate manner;

3) the structural component of pedagogical conditions is represented by internal and external elements, which, on the one hand, has the necessary effect on the development of the personal sphere of the subjects of the educational process, and on the other hand, helps to form the process component of the pedagogical system;

4) the implementation of sufficiently selected pedagogical conditions determines the effective operation and development of modern pedagogical systems.

Based on the above, in our research we consider the pedagogical conditions as one of the leading components of the pedagogical system, which reflects the possibilities of the higher educational institution in the field of professional education, the interaction of these subjects is a purposefully developed measure. events, as well as other factors affecting the development of the personal sphere of the subjects of the educational process. In the study, we proceed from the situation of solving the problem of increasing the professional competence of graduates of higher education institutions from the point of view of modernization of professional education, which can be carried out with mandatory consideration of two main aspects:

- the pedagogical aspect that reveals the nature and content of the interaction of the subjects of the educational process;

- within the framework of the conceptual model of the pedagogical strategy, the

organizational aspect that reveals the issues of organizing the education and training of students in the field of professional education of the technical higher educational institution as a factor of increasing the professional competence of the graduates of the higher educational institution. In this regard, organizational-pedagogical conditions for the development of professional competence of graduates of higher educational institutions are coming to the fore.

In the modern practice of higher professional education, it is observed that there are no general organizational and pedagogical conditions for the development of the professional competence of the graduate student, as well as their theoretical and practical foundations. It is fair to note that there are no universal organizational and pedagogical conditions for the introduction of such pedagogical innovations. In addition, taking into account the higher education system, the development of the professional competence of a graduate of a higher education institution implies the existence of various conditions. Therefore, the task of our research is to determine the most important pedagogical conditions in the process of developing the professional competence of teachers of professional education. We determine the functions and signs of pedagogical conditions in order to implement the pedagogical strategy of developing the professional competence of teachers of professional education.

Duties:

- the higher education institution ensures the effectiveness of managing integrated pedagogical processes;

- ensures effective functioning and development of the pedagogical system in general;

- ensures the implementation of a set of potential opportunities for the content and structure of education;

- forms the student's self-awareness and determines the level of his professional and pedagogical training.

Signs:

- Pedagogical conditions imply the existence of targeted opportunities, methods,

forms and measures of influence that ensure the effective solution of the tasks of developing the professional competence of the graduates of the higher educational institution at the current stage;

- the conditions are based on the process of managing the entire educational process and its components;

- pedagogical conditions are characterized by interdependence, which ensures the successful solution of the problems of professional competence development of a graduate of a higher education institution;

- pedagogical conditions are selected according to the structure and characteristics of the professional-pedagogical training process of students. We will determine the basis for determining the pedagogical conditions for the implementation of the pedagogical strategy from the point of view of the modernization of higher education.

Basics:

- the need to ensure the successful completion of the educational process of the higher educational institution;

- implementation of the pedagogical strategy, ensuring the internal integration and harmony of mutual cooperation in the complex of pedagogical conditions;

- the need to support the educational activities of the higher educational institution with pedagogical conditions that are interdependent components of the unified pedagogical system;

- the need to determine and strengthen the specific social order of society in terms of determining the level and quality of training highly qualified graduates of a higher education institution that is competitive in the modern labor market, including determining and strengthening the main characteristics of the professional competence of graduates according to the opinion of prospective employers;

- development of professional competence of a graduate of a higher educational institution;

- the need to fully ensure the specific features of the educational process of the higher educational institution that provides the

professional training of the young specialist, including the need to determine the structural and functional features of the professional training of the graduates of the higher educational institution.

In our opinion, the creation of a system of pedagogical conditions for the implementation of the pedagogical strategy of strengthening the professional competence of a graduate of a research institution of higher education assumes the presence of the following main elements:

- provides for a flexible management system for developing the professional competence of graduates of higher education institutions by implementing a pedagogical strategy based on organizational and management, strategic planning;

- It includes modern educational programs, plans and educational-methodological support for the training of young professionals, highly qualified and highly competent graduates, developed in accordance with the requirements of state educational standards, the personal needs of students and the requirements of employers. received system;

- training of scientific and pedagogical staff of the higher education institution for professional activity on the development of informational and methodological competence of the higher education institution's graduate students;

- psychologically and pedagogically, by developing the necessary professional competence and aspirations of students, creating a positive motivation to obtain the planned result, all participants should implement a pedagogical strategy to develop the readiness of a graduate of a higher educational institution for professional and pedagogical activity;

- scientific-innovative, taking into account the scientific, experimental and innovative direction of the activities of professors and teachers and other scientific-pedagogical staff of the higher educational institution;

- organizational and economic, which forms the necessary financing and sufficient material and technical base for the training of

graduates with professional competence. In this study, we identified the following as the organizational and pedagogical conditions for the implementation of the pedagogical strategy of developing the professional competence of a graduate of a higher educational institution:

- to create a regulatory and legal basis for the implementation of the pedagogical strategy and to make and ensure management decisions on the development of the professional educational environment of the higher educational institution;

- professional-education of the higher educational institution on the development of professional competence of the graduate from the point of view of social partnership, public-private cooperation, strategic partnership, modernization of the higher educational institution, organization of mutual cooperation of students with potential employers creation and development of a functional cooperation system between all interested parties who are members of the field;

- development and introduction of a system of incentives for professors and teachers of a higher educational institution aimed at increasing the efficiency of the process of developing the professional competence of graduates of a higher educational institution;

- organization of a system of monitoring the results of organizational-pedagogical activities (effects) on the competition of a graduate of a higher educational institution.

- activation of study and extracurricular activities of students of professional education of a higher educational institution, including: participation of students in interactive cooperation through the use of active and interactive methods of education and training in study and extracurricular activities ; formation of knowledge bases in students; establishing relations between educational subjects and practical professional educational activities; involving students in practical activities in the field of study; formation and development of competitive qualities and skills necessary for a highly competent graduate of a higher education institution;

- the use of modern educational technologies for the formation of professional competence in the educational process, ensuring the requirements of personally oriented and competent approaches to the professional preparation of graduates of higher educational institutions;

- to increase the level of subject-subject relations in cooperation with the teacher and student of the higher educational institution:

- formation and development of relations between teacher and student;

- creating a state of choice and success of a higher educational institution in the field of professional education by developing student self-management, professional career planning, behavior characteristics of a graduate of a higher educational institution in the labor market.

In the current period, the updating of techniques and technologies in production, the rapid development of science and technology require specialist personnel to independently and constantly supplement, update and expand their knowledge. It is important for today's specialist to be at the level of international standards, to work on himself, to be the author of new ideas, and at the same time to have the qualities of competitiveness. This, in turn, poses the issue of developing creative competence in future personnel. In the Decree of the President of the Republic of Uzbekistan No. DP-5847 dated October 8, 2019 —On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030|| - Increasing the level of coverage with higher education, training highly qualified, creative and systematic thinkers, who can make independent decisions based on international standards, creating the necessary conditions for their intellectual abilities and formation as morally mature individuals has become one of the strategic goals of the development of the higher education system. This article serves to a certain extent the implementation of the tasks specified in this decision and decrees and other regulatory legal documents related to this activity. In preparing students for professional activities, mastering educational content, it is necessary to organize

the teaching process appropriately depending on the students' level of knowledge, level of mastery, source of education, and didactic tasks. It is assumed that the following pedagogical conditions must be followed:

- to determine the inclinations of students to prepare for professional activity, to form knowledge needs and to provide an environment for the manifestation of independence in the educational process;

- to create a favorable opportunity for students to think creatively, to accept various opinions and ideas expressed by students with tolerance, to ensure their activity in the educational process, to establish confidence in each student's ability to think, regular promotion of their activities;

- individualization of the educational process based on the characteristics, needs and intellectual potential of the student;

- formation of individual, small group and team work skills in students, expanding their creative capabilities, encouraging them to accept non-standard solutions along with ready, standard solutions in solving problems.

Pedagogical conditions have a comprehensive effect on the student's intentions, so conditions that increase motivation to learn can increase responsibility and aspirations to achieve results. Accordingly, conditions that reduce the motivation to achieve the opposite result have a negative effect on the motivation to learn. Thus, when creating pedagogical conditions, it is necessary to take into account their synergetic (interacting) effect and exclude conditions that create negative incentives. In the educational process and extracurricular activities of students, active and interactive methods of education and upbringing are used, as well as technologies for acquiring knowledge, skills and competencies both in group classes and in the process of individual independent education. Directing the educational process to the development of students' activity in scientific and practical activities can be a tool for the successful formation of the professional competence of graduates. This is due to students' strong will due to their interest in science. In addition, the activation of

educational and practical activities of students based on their determined inclinations, interests and abilities determines their ability to independently plan and organize the educational process, implement control measures and evaluate their educational results. At the same time, student activity is manifested as a process that activates the necessary-motivational, moral-willing and operational-cognitive aspects of the student's personality. Thus, in the process of preparation for professional activities, the formation of the characteristics of students' professional competence and personality qualities is determined not only by the level of formation of abilities or activation of their mental activity. According to the pedagogical theory, students' educational and extracurricular activities are an integral part of the didactic process of training highly qualified specialists. Based on this regulation, the process of developing the professional competence of graduates should be considered not from the point of view of strengthening their own initiative, but from the point of view of mobilizing the teacher's intellectual, spiritual and willful potential towards the student's goals by using special methods and tools. It is necessary to create such an environment in which the student can act not only as an object of pedagogical influence, but also as a subject of interrelated practical activities. This approach to the organization of educational and extracurricular activities includes the use of certain tools that ensure its implementation. Educational tools, forms and methods used by professors and teachers in the educational process are among them. Business games are among the methods that activate extracurricular activities in the process of developing students' professional skills.

They develop knowledge and practical-professional knowledge in the educational process to create conditions for quick and strategic goals and their successful achievement, as well as self-analysis, self-control, and professional competence. . Activating students' educational and extracurricular activities on the basis of identified inclinations, interests and abilities

helps the student to understand the strengths and weaknesses of the type of professional activity or specific specialty. Establishing the relationship between academic subjects and practical professional activity, in order to increase the motivation to learn and achieve results, the student should know the usefulness of his activity. Due to the lack of life, scientific and industrial experience, the student often does not see the connection between lectures on various topics and future professions. Such a misunderstanding has a negative effect on the pursuit of knowledge, because the student is dissatisfied with the desire to acquire professional skills and begins to perceive educational materials as an obstacle to this goal.

In the training of future professional education teachers in higher education institutions, the content of education is understood as the clearly defined volume and scope of knowledge, skills, qualifications and general and professional competencies that students should acquire. General competencies in the training of future professional education teachers:

- to have systematic knowledge related to the worldview, to know the basics of humanities and natural sciences, to know the actual issues of current state policy, to be able to independently analyze social problems and processes;

- to have a comprehensive idea of the processes and events taking place in nature and society:

- pedagogical design of the educational process in the electronic information educational environment;

- to have competitive general professional training in the relevant bachelor's field of education, etc.

Professional competencies in the training of future professional education teachers:

- preparation for the use of knowledge of modern problems of science and education in solving general professional tasks, as well as acquiring the skills of creating and applying informational and didactic support for successful implementation;

- formation of technical and creative thinking, intellectual abilities;

- to be able to analyze the status, main directions and laws of the development of the education system in the global framework, to reveal the general views of national and specific features, the positive and negative aspects of the international pedagogical experience, to enrich the national pedagogical culture, to clarify its forms and methods;

- general secondary education consists of the development of aesthetic culture and creativity, self-development and self-care competence, communicative, communicative and practical activity development, competence formation, etc. in schoolchildren.

The content of education in the training of future professional education teachers consists of the state educational standard, qualification requirements, curriculum, curriculum, and educational literature. In the training of future teachers of professional education, the principles of selection of educational content are used more in the teaching of general professional and specialized subjects. Pedagogical, didactic, methodical and design principles should be taken into account in the training of future professional education teachers. The unity of theory and practice, since scientific knowledge appears on the basis of the needs of people's production activities, serves this activity and is connected with life, in order to acquire this knowledge, it is necessary to acquire it meaningfully and apply it in practice. Preparing students for practical activities begins with the process of acquiring theoretical knowledge. Later, it will be continued with experience and practical training.

In these classes, students check, strengthen and deepen their knowledge under the guidance of the teacher.

In the course of pedagogical practices, it is necessary to pay attention to the effective use of interactive methods in the study of all subjects. For this purpose, it is important to improve the skills of their purposeful use by the future teacher in the educational process. It is desirable to popularize the experience of effective use of interactive methods among the



pedagogues of the republic by consistently organizing the participation of future teachers in conferences of various forms (conference, scientific seminar, meeting, roundtable, training). In addition, the solution to the problem of the formation of pedagogical competence in the activities of future teachers is the application of the advanced achievements of pedagogical and professional sciences to the work of training specialists, in particular, computer technologies, technological approaches, modern teaching in educational practice, national education it is necessary to introduce technologies, create psychological and pedagogical conditions that help to increase the effectiveness of education.

Every pedagogue should remember: he should have deep and thorough knowledge of his specialty, he should work tirelessly on himself. For this purpose, the teacher should deeply understand the nature of the changes taking place in the social life of the society, the social reforms being carried out, fully use and apply the priceless educational, spiritual and moral wealth left by great thinkers. must

**Summary.** If we come to a general conclusion on the subject of our research work on the pedagogical conditions of preparing students for professional activity, an important pedagogical condition for students is to direct them to independent learning and creative thinking. In order to create this process, first of all, the pedagogue should embody and educate these concepts. This requires the teacher to constantly search, work on himself, thoroughly prepare for each lesson, and know how to correctly apply innovative and information technologies to the educational process.

#### List Of References:

1. The dream of a perfect generation. - T.: "National Encyclopedia of Uzbekistan", 2000, - 417 p.
2. Prevention of the negative influence of low-level "mass culture" in raising a mature generation. Text of the lecture. / Team of authors. - T., 2013.
3. Sh. Mirziyoyev. His speech at the meeting of the Security Council on the topic "Our armed forces are a solid guarantee of the stability and development of our country." //—People's word newspaper. 2018, No. 3.
4. Mukhtarov A. Harmony of national ideas, needs and interests in personal education. - Tashkent: New century generation, 2003.
5. Khairullayev M. M., Culture of the Early Renaissance in Central Asia, T., 1994
6. Khairullayev M. M., The Renaissance and Shark Thinker, T., 197
7. Axadova, Komila. RAQAMLASHTIRISH JARAYONIDA MUHANDISLARNI KASBIY FAOLIYATGA TAYYORLASHNING PEDAGOGIK SHART-SHAROITLARI. 2023.
8. PRINCIPLES OF THE SELECTION OF EDUCATIONAL CONTENT IN TRAINING FUTURE TEACHERS Quliyeva Shahnoza Halimovna —PEDAGOGICAL SKILLS|| scientific-theoretical and methodical journal. 2023, No. 9 69-73