



System For Preparing Professors And Teachers For Pedagogical Management Of Students' Academic Activities In Higher Education Institutions

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ABSTRACT

In this article, the activities of pedagogical management of students' educational activities in the system of retraining and professional development of professors and teachers are studied.

Keywords:

Vocational Training, Training System, Spiral Of Knowledge, Planning, Motivation, Reflexive, Didactic.

Vocational training is always associated with a person's deep professional self-determination, over time loses his/her vagueness, doubting the meaning of the work done. The education system is aimed at re-mastering the professor-teacher's ideals, goals, life plans, developing a personal professional plan, knowing the prospects for their future development and developing an internal readiness to present them independently.

Preparation for innovative, advanced, reflective activities in the system of teaching and teacher training is based on the principles of androgogical approaches, namely, self-determination, the development of the ability of professors and teachers to independently develop the principles of active work, and the purposeful guidance of the curriculum for the development of their own curriculum in educational logic. Professor-teacher's pedagogical approach is identified by M.T.Gromkova as a manifestation of her mind

(understanding her life experience): systems of needs, a system of norms, systems of abilities, their interrelationship and regulation. Preparing teachers to implement new pedagogical management in the learning process is viewed by us as an integral part of preparing teachers for systematic changes in the learning process of the OTM, socio-cultural changes.

Among the general approaches to professional development organizations of professors and teachers, an approach based on the idea of a self-teaching organization was chosen. The idea of an educational organization is one of the main concepts in the theory and practice of managing knowledge, and we have established the basis for modeling new features of cognitive competence. Accordingly, it makes sense to organize the professional development of professors and teachers within the framework of the same ideas. The idea of self-education itself is not new.

For our study, the concept of a learning organization, presented by P. Senge and which more embodies the philosophical and psychological aspects that distinguish the educational organization, is of interest. P. Senge called these characteristics a "science" and noted that it depended on people's behavior, not technical objects. P. Senge found that the essence of the educational organization is that it contains five subjects: systematic thinking, self-improvement, intellectual models, generalized effort, and group learning.

Skills in personal discipline are a hallmark of a truly expert, which is characterized by the ability to continuously improve, constantly clarify and deepen personal views, concentrate strength, develop patience, and objectively look at things. This difference is the full stone of the educational organization, its spiritual foundation.

The second distinguishing feature is intellectual models that often hinder human development, which are understood as assumptions, stereotypes, generalizations hidden in the mind, which we often do not understand but unconsciously follow. A person should understand the limitations of his ideas, revisit his or her view of the world, create new models of his actions, allow him to set foot in self-improvement. It is important to note this conclusion in communication because everyone has a unique understanding of the world, a unique set of knowledge, and values. This communication style helps to exchange knowledge, create conditions for mutual learning, reduce the level of conflict and increase communication satisfaction.

A unit that acts and learns in a modern organization, fosters collective intelligence, is a group, not an individual. Whether this whole organization can learn or not depends on individual groups. It is the group exercises that allow you to implement a "spiral of knowledge", where a professional context is opened, professional communication is carried out. It is known that the intelligence of the group is higher than that of individual

members.

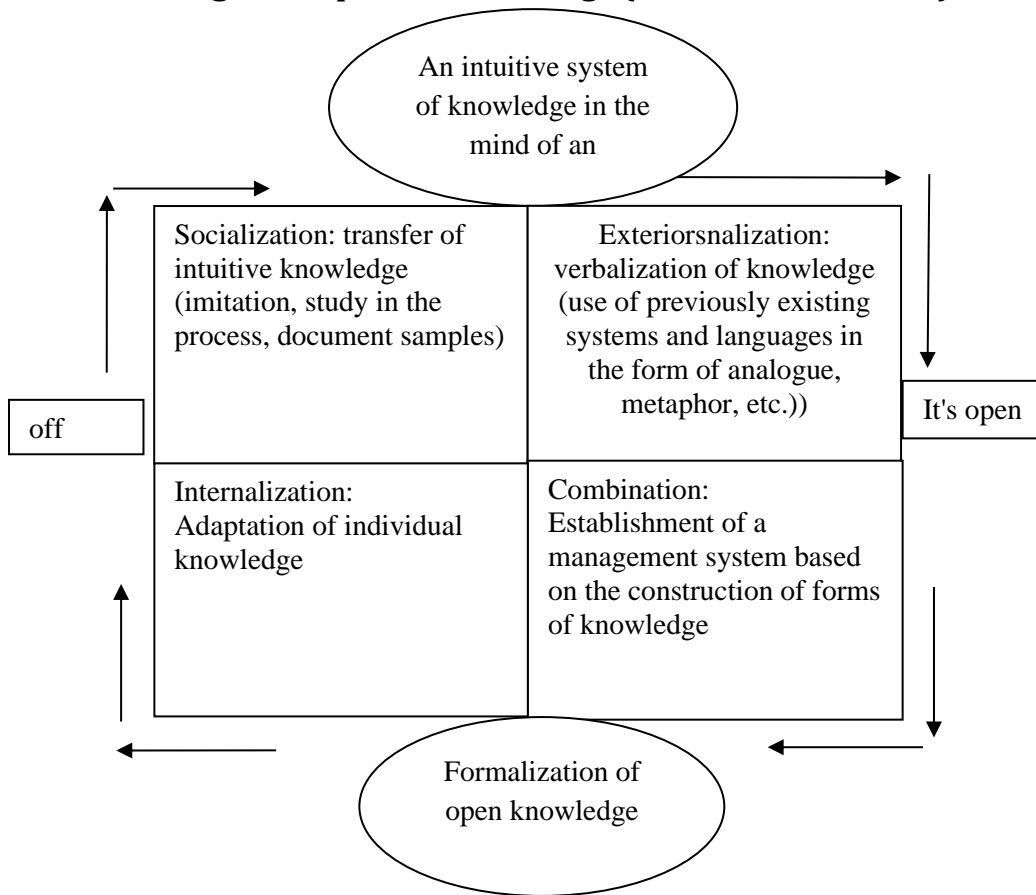
The presence of five subjects in the organization supports a continuous process of expertise, change, and improvement that will help it grow and achieve goals. The main features of the educational organization also include leadership and corporate culture, innovative potential, self-government, self-organization, open management, horizontal career development.

N.N.Surtayeva emphasizes guidelines specific to the educational organization, which, in essence, can be defined as the philosophy of a knowledge society: sources of organizational development are not in competition, but in cooperation; a corporate culture based on tradition and leading to development; the ability to see and recognize mistakes, their joint consideration find ways to prevent their causes; this is confirmed by one of E. Deming's principles of quality management; change of intellectual models and the emergence of a new vision by resorting to their in-depth structures and the unchanging and important law of an organization teaching endless self-knowledge and self-improvement; systematic innovation.

The improvement process involves the implementation of a "spiral of knowledge" (I.Nonaka, X. Takeuchi), which indicates the process of changing knowledge: "hidden - clear - hidden" or "knowledge - information - knowledge" (1-rasm). From the point of view of the actual organization of the learning process, it is polylogy, diversity of opinions, against the backdrop of the experience of others, to enable the professor-teacher to reflect his or her experience, to express himself, to listen to others, to think, to summarize and re-speak.

In order to achieve the goal of professional development of professors and teachers, the theory of "two rings" is effective in teaching, which consists of learning (one-ring study) within the given structure of connections and study (two-ring study) that questions and changes the bonding system.

Figure 1. Spiral of Knowledge (I.Nonaki, G.Takeuchi)



Preparations for systematic changes in the teaching process involve a review of the pedagogical project provided in the DTS.

G.Ignatiyeva's model based on the principles of the educational organization (Figure 9) is tailored to the specifics of this study as a conceptual model for the preparation of professors and teachers.

The project approach is viewed by us as one of the mechanisms for implementing a new pedagogical management of educational

activities, based on the implementation of metals.

Organizational and practical technologies allow the listener to enter the model of activity, where they study pedagogical categories (Figure 2). As organizational and functional technologies, methodological supply and service technology have been selected that allow you to combine two important resources: learning resources and pedagogical advisory resources by way of action.

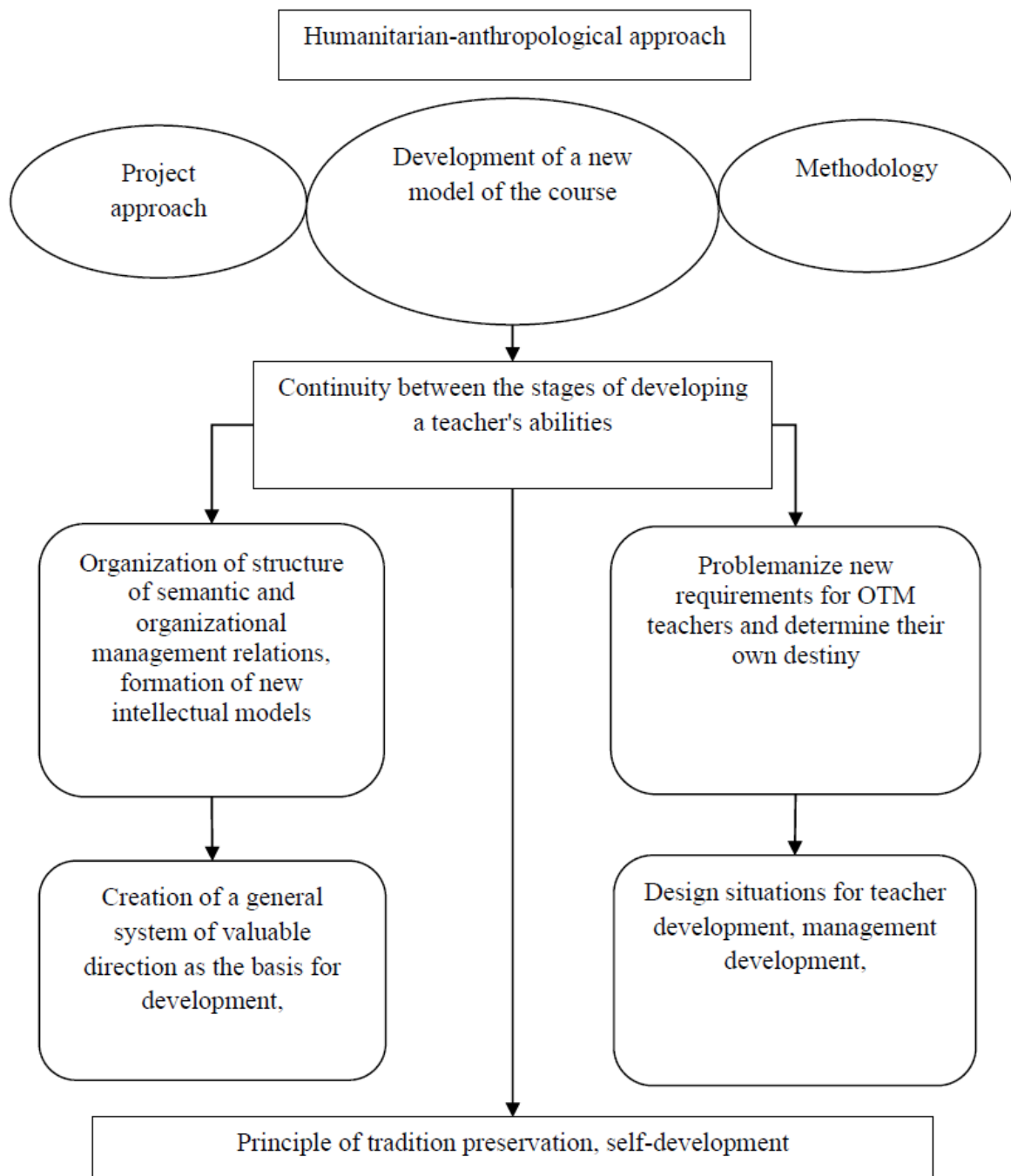


Figure 2. A model for preparing professors and teachers who correspond to the current socio-cultural situation for pedagogical management of students' educational activities

Methods used: tracking sheets for analyzing the management of students' academic activities; questionnaires for determining the direction of professors and teachers (subject or student orientation), conversations with professors and teachers in the teaching technologies used, conversations with students, questionnaires to identify the

difficulties of professors and teachers in the context of systemic changes in the learning process. Conversations to identify difficulties with the implementation of OTM pedagogical management functions, expert evaluation of the relationship between students in the learning process, participation and self-government in managing students' academic activities.

Studying research on the problem of

preparing OTM professors and teachers, analyzing the practice of training courses, has enabled professors and teachers to identify the following shortcomings that make it difficult to develop their preparation for systematic changes in the teaching process:

- the training of professors and teachers is carried out in separate courses;

- there is no systematic course in the preparation of pedagogical personnel that establishes content interrelationship in the context of changes in the teaching process and forms a general view of systemic changes, fosters systematic thinking;

- in the presence of innovative approaches to the educational process, stereotypical thinking prevails among professors and teachers in the design of a course aimed at transferring knowledge within the framework of reproductive education;

- the decrease in the average level of student training is a lack of focus on otm professors' perception of innovative teaching technologies and reproductive teaching methods that cover a lack of knowledge.

Therefore, it is only natural that the transition to other didactic relationships is linked to the difficulties of teachers of different nature. We attribute overcoming them to the realization of the idea of self-study.

When changing the model of the teaching process, it is clear that it is difficult to understand the teaching process as a system with different characteristics and relationships between components. This system takes more openness, probability characteristics, the connections between components lose their normal stability, are flexible and multi-directional.

Important problems of reflexive and didactic and technological plans have been identified.

Thus, the study was conducted in four directions: difficulties of systematic thinking, reflexive, didactic-technological, acceptance of a new one (table 1).

Table 1

Difficulties of professors and teachers in

conditions of systemic change

Difficulties	Teachers of Humanities, %	Teachers of technical
Systematic thinking	38	21
Ryeflexiivlik	27	31
Didactic-technological	27	51
Understanding	23	36

During a separate experiment, difficulties with the implementation of pedagogical management functions were identified.

An analysis of the "planning" function revealed that many professors and teachers do not understand the essence of a competent approach. Typical statements of professors and teachers are as follows: another change in the "mark"; knowledge, skills, qualifications - aren't these competences?; personal-to-work approach - isn't it based on competence?; But if we are engaged only in practical workshops, what about its content, its theoretical knowledge?

A lack of a systematic perception of academic subjects was found. Professors and teachers with extensive experience in the pedagogical hierarchy also begin to design a curriculum, primarily from its content, often forming an idea of the course around its content, identifying goals, results, methods. The student is not considered part of the general system of learning. It is understood that all this is built for a student, but his role in the learning process "remains behind the scenes," with the professor-teacher focusing more on his work. Thus, at the stage of designing a student's curriculum, he or she is not immediately an independent participant in the learning process.

According to the distribution of time in terms of the types of work of professors and teachers, teachers play a priority in planning their activities, not students' educational activities. Thus, planning students' academic activities will be reduced to forming questions about science, as well as setting tasks for practical and independent extracurricular activities for independent work. At the same

time, there are no connections between the overall content of the lesson, the functions and results of the educational work, the formation of its structure, the identification of types of interactions, and their importance in the educational hierarchy. Planning the work of a professor-teacher involves planning the content of teaching, parts of its presentation, but, as a rule, the provision of educational material does not understand the technological strategies for working with it.

The problem that the motivation function is always relevant to the learning process has also revealed difficulties. Professors and teachers intuitively build the process of stimulating academic activities. Observing classes showed that only 36% of lecture sessions begin with creating a motivational environment, with most immediately starting to provide the material.

The challenges of organizing educational activities and directing it to diversity in coordination functions in the learning process were identified, and the fear of losing its reputation due to ignorance. Professors have acknowledged that they do not have time to observe all new things in the field of their academic knowledge, and do not always have time to understand new information. In addition, internet searches take a lot of time. That is why students who quickly access the Internet have information unknown to the professor-teacher, ask for clarification, and as a result the professor-teacher feels uncomfortable. In situation where there is a problem with student continuity in OTMs, the problem of regulating relationships and resolving conflict situations will be sharpened. Only 48% of students emphasized the use of information technology in communication with students. The survey of students on the same issue was a smaller percentage.

Control over the results of educational activities, as a rule, is carried out by a professor-teacher, which reveals the difficulty of attracting students to thinking, evaluating. Professors and teachers are not interested in this aspect of student cognitive activity, as there is a fear of criticism and conflict among

students. Professors and teachers emphasized their ignorance of modern assessment tools and their inability to use them.

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