



## Improving The System Of Methodological Training Of Future Pedagogical Masters For Creativism Activities

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### ABSTRACT

The article describes creative activities as a unique complex process that reflects the task of forming the competence of prospective forecasting of the strategy of continuous education and modernization of education. The author suggests that traditional ways, some approaches are person-oriented, technological and creative approaches as a solution to the problem. The article deals with the pedagogical regularities of methodological and methodical approaches, that is, the factors of effective formation of a master pedagogue in the modernization of the educational process, were fundamentally justified.

### Keywords:

Improvement, system, methodological, training, future, pedagogical, masters, creativism, activities, education.

In the conditions of large-scale reforms implemented in our country today, serious demands are being placed on the education of the young generation. As a result of changes in socio-economic and cultural life, modern requirements for a competent teacher have arisen in society. Modern education has a great need for teachers who have professional knowledge, qualifications and skills, are independent, creative, have high pedagogical skills, and are cultured and rich in spirituality.

It is known that the preparation of pedagogic masters for creative activities is a unique complex process that reflects the task of forming the competence of prospective forecasting of the strategy of continuous education and modernization of education. This problem can be solved to a certain extent through traditional ways, some approaches are person-oriented, technological and creative approaches. In our study, the pedagogical regularities of methodological and methodical approaches, that is, the factors of effective

formation of a master pedagogue in the modernization of the educational process, were fundamentally justified.

Modernization of the process of education and upbringing of pedagogic masters, development of the scientific basis of pedagogical and information technologies remains the demand of today. It should be emphasized that the 21st century has emerged as the age of pedagogical technology in the education and training system. The effectiveness of pedagogical and information technologies depends on the adherence to the laws of education and training. The development model of our country requires the study of the pedagogical principles of priority of education and training.

Pedagogical technology for masters is the result of creating a guaranteed system of goals, content, implementation methods, forms and production technology of pedagogical technology. It is appropriate to actively develop the theoretical and methodological foundations

of the education system of future teachers, master pedagogue, and consider the means of improving its content and methods.

The concept of methodology is of great theoretical importance. "Methodology is the doctrine of the system of principles and methods of organizing and restoring theoretical and practical activity of the researcher. Methodology is also defined as the doctrine of methods or general knowledge. Methodology teaches how to approach methods and reality in general. As a synergistic example of the methodology used to study a certain part of reality, an aspect, some state of its development, metaphysics, a methodology that reflects the linear development of reality, the process of change and the interrelationships between its constituent elements, dialectics, a methodology used in the study of sudden, destructive changes occurring in reality, nonlinear development processes. It can be shown, the methodology can be considered as an algorithm of scientific knowledge, understanding and changing reality [1].

In the dictionary of philosophy, "law is a necessary and important connection of events in nature and society." "Legitimate relations, as they have a necessary character, always occur when there are appropriate conditions." So, the regularity is a stable recurring event, the internal connection of events. They represent the most important internal, relatively settled signs and characteristics of reality.

In the dictionary of philosophy, "law is a necessary and important connection of events in nature and society." "Legitimate relations, as they have a necessary character, always occur when there are appropriate conditions." So, the regularity is a stable recurring event, the internal connection of events. They represent the most important internal, relatively settled signs and characteristics of reality. As in the case of violation of the laws of physics and chemistry in social activity, it causes problems, if the pedagogical and psychological laws are not followed in the process of education, the expected result will not be achieved. A legitimate approach to pedagogical research and practice provides an opportunity for scientific, systematic implementation of the

educational process. Yu.K.Babansky "Determining the legitimacy of the pedagogical process helps to analyze it systematically and structurally, it is difficult and the most important of a certain process.

It is necessary to define its own characteristics and create an opportunity for development," he said. He showed the relevance of education to the existing economic and social conditions, the harmony of the development of education, the interdependence of the goal, content, method, and means of education and the relationship between the teacher and the student as a didactic law.

In the manual published in St. Petersburg at the beginning of the 21st century, pedagogical laws are divided into internal and external categories. Therefore, there are specific laws of the pedagogical process as well as the laws of all natural and social events in the objective existence. Laws, like laws, are a set of scientific and practical activities, if laws are developed based on the needs of the times, laws are the criterion of the theoretical and methodological basis of social life, education, tested in the historical development of human society. If social laws, including pedagogical laws, are violated in the activity, it will lead to the opposite result, just as laws of physics and chemistry are violated.

In particular, the level of development of each people, nation, state, family and individual has been corresponding to the level of compliance with the laws of education. Education is a didactic process that is constantly improving as a locomotive of development, a decisive means of preparing the young generation for life, living and working. Continuous modernization of the educational system can be effective and stable only if didactic laws are followed. Any reform, research, and recommendations that are not followed by laws can be seasonal and temporary.

The educational system as a priority area of society's development, regardless of the conditions created for its socio-economic, scientific methodical support, is not the fact that the didactic rules are not sufficiently followed. The next quarter of a century was an important

period in the development of the science of pedagogy in our country, the world's recognition of the achievements in providing the educational system with a scientific method, and the achievements of our youth on the world stage are also an achievement of our science.

The success of the directions of the strategy for the further development of Uzbekistan is owed to the people of science. In today's rapidly developing world, the progress of science increases the task of scientific forecasting of development. Of course, the methodological basis arising from the subject matter and legality of each science is a decisive factor in its theoretical development and pragmatic practice. In recent years, various approaches have been used in pedagogical research to improve the educational process as a methodological basis.

If one or another research direction were based on didactic laws and as a result, laws would be reached, it would be light upon light, the result would be convincing. The possibility of creating a new principle, a new principle, and a methodological system in fundamental research increased. As mentioned above, the legitimate approach helps to systematically and scientifically analyze the pedagogical process, gets rid of the burden of chatter and narrative structure, forms the culture of scientific language, and also creates a classic concept.

It is known that scientific research becomes a science if it is directed not to the breadth, but to the depth of the pedagogical process.

The need to improve the technology of formation of methodological culture in future pedagogues - teachers based on modular education is determined by a number of social, economic, psychological and pedagogical factors. It should be noted that the integration of pedagogy in the organization of the technology of formation of methodological culture in future teachers fully reflects the whole complex of the components of the future pedagogical activity of the teacher. Because of this, the system of training future teachers in higher education includes a number of very complex components.

At the same time, an integrated approach is needed to study specific aspects of the

professional training process of the future teacher, which is a modern level of pedagogical science. In higher education institutions of our country, scientific studies on teaching using modular education technology were conducted and the results are being implemented in practice.

Research and experiments are still being conducted in this area. Pedagogical scientist N.A.Muslimov stated that "Teaching using modular educational technology ensures effective results, because it is best adapted to the system of developing students' knowledge and creative abilities" [9]. Modular educational technology tries to comprehensively solve modern issues of education. There is a need to develop modular educational technology in a short and concise form.

Module concept:

- 1) a node consisting of closely related elements within the system;
- 2) a term representing the structural parts that make up a certain technology;
- 3) means a logically complete unit of educational material.

N.H. Avliyokulov stated that "Modular teaching means a node consisting of closely related elements that can show activity" [10]. The modular system of education was officially discussed for the first time in 1972 at the World Concept of UNESCO in Tokyo. The modular teaching technology is derived from the general theory of functional systems, neurophysiology of thinking, pedagogical psychology. V.P. Bespalko said that the fundamental concepts of module science include a certain phenomenon or law, or a section, or a certain large topic, or a group of interrelated concepts.

A module is a logically completed unit of educational material, aimed at learning one or more fundamental concepts of a subject. O.Q.Tolipov commented on the advantage of modular technology as follows: one of the advantages of modular education technology is to regulate the content of education, in which it is necessary to strictly and diligently select from the available information only those that are sufficient to successfully implement the activities of students within the framework of

state educational standards who emphasized that it should be allowed.

The difference of the modular educational technology from other technologies is that at each stage, students move to the last stage after acquiring sufficient knowledge, skills and competences on the educational material. The training system of future teachers should give them the opportunity to be extremely talented, to master the flow of modern information, to develop scientific research activities, individual and independent work skills, to work creatively with scientific and technical information and educational scientific literature. Preparation of the module includes four main steps:

- module for analysis of educational material;
- to determine the goals that reflect the achievement of these goals and to determine the planned educational results;
- includes the creation of educational materials in the form of modules, the design of educational activities in accordance with the students' cognitive abilities;
- this stage includes two modules.

A small module represents the smallest unit in modern pedagogical technologies. The primary module is a set of modules that is selected as the initial module in the description of modern pedagogical technologies from one of its levels and includes one or more sub-modules. The indicator of how many modules the selected primary modules actually have in their structure is called the module level. In order to form a methodological culture in future teachers based on modular education, the modules of modern pedagogical technologies can be divided into the following levels:

- modules that make up one topic, one section, one part or all of the constituent parts of the subject and teaching technology;
- modules that make up the structural parts of several related subjects and the teaching technology of certain subjects;

- modules that make up the components of the state educational standard and the technologies for ensuring their implementation;
- modules that make up the structural parts of educational plans and programs and the technology of ensuring their implementation;
- modules that make up educational tools;

- modules that organize the methods used in the process of modern pedagogical technologies.

Therefore, different ways, methods, and tools can be used that ensure full implementation of the goal set in the module without changing it. The process of dividing the materials of modern pedagogical technologies into modules in the order mentioned above is called modularization. It is desirable to implement modularization in the process of preparation of relevant materials. At the same time, modularization can be done on the basis of previously prepared materials.

Also, the methods used in the educational process and the activities of the teacher and students can be modeled separately in cases where it is considered necessary.

Before using these module programs, the teacher should use individual module programs, after making sure that students have developed the skills of independent and creative mastering of educational materials, module programs designed for two students to work in cooperation, and module programs designed for working in small groups after the creation of appropriate pedagogical conditions. The advantage of the modular educational technology:

When using modular educational technologies in the educational process, the topic used in the lesson is divided into logically complete thought parts, that is, modules, and

educational material. The generation of interest in students who have not yet mastered the basics of science means that they are directed to the development of their educational activities.

- optimization of educational content;
- systematization of educational materials in a certain order;
- tailoring learning materials and assignments to the capabilities of learners;
- individualization of education;
- activation of the educational process;
- full realization of the educational potential of learners;
- development of independent learning skills and competencies of learners;
- to teach students to effectively, actively use theoretical knowledge in practice;
- objective evaluation of learners' activities based on real observable actions;
- consistent monitoring of educational effectiveness.

educational tasks are created for students to master each part independently.

Based on these educational tasks, at the end of each module, a question-and-answer session is conducted and a conclusion is drawn. The main goal of modular education is that students achieve a set goal through learning activities based on independent work with the help of modular programs.

Basic principles of module technology. The principle of an active approach. This means that the modules are formed according to the content of the pedagogue's activity. The principle of mutual equality. This principle expresses the mutual equality of the pedagogue and the learner in the educational process. The principle of interest (motivation) serves to systematize the module materials of the

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