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Problem Of Professional Pedagogical Training Of Future Pedagogical Staff And Its Scientific-Pedagogical Analysis

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ABSTRACT

This article talks about the problem of professional pedagogical training of future pedagogical personnel, especially students of pedagogical education, and its scientific and pedagogical analysis. Also, information on the problem of professional pedagogical training of future pedagogical personnel and its scientific-pedagogical analysis is provided.

Keywords:

innovation, technology, interactive methods, teaching methods, heuristic learning, integrated learning, interactive learning, informal learning.

Now in Uzbekistan, great attention is being paid to education, new demands are being placed on the quality of education and professional training of graduates. Today's higher education system is aimed at forming the professional and creative activity of a person capable of improving his professional activity. Determining the requirements for future teachers in this rapidly developing period provides an opportunity to organize student education and regularly improve its methods based on the modern achievements of science, technology, advanced pedagogical and information technologies, economy and culture. This, in turn, does not affect the economic and social development of the country and the growth of the society. As in other directions of personnel training, in the content of higher pedagogical education, in the process of training future teachers, fundamental reforms are being implemented in connection with the expansion of the field of their professional activity and qualitative changes. In addition to the

traditional functions of a teacher (teaching, education, development assistance, assessment, working with parents, etc.), professional functions such as planning one's own professional activity in advance are becoming more relevant in the conditions of modernization of education. is going Because our developing society needs modern educated, highly moral and business-minded personnel who can predict the consequences of their choices in advance and make decisions independently.

In this regard, a number of reforms are being implemented in our country. In particular, the Law of the Republic of Uzbekistan "On Education" adopted on May 19, 2020, the Decree of the President of the Republic of Uzbekistan on April 20, 2017 "On Measures for the Further Development of the Higher Education System" Decision No. 2909, Decision No. PQ-3931 of September 5, 2018, Decision No. 146 of February 19, 2019, In addition, the Law of the Republic of Uzbekistan "On Social

Partnership" adopted on August 28, 2014 can be cited. These reforms allow to conduct new research on organizing education based on a practical and competent approach and using competence as a means of evaluating the quality of training of future personnel. And this, in turn, created the need to research the direction of a whole system of problems related to the identification of ways to develop professionally important competencies of a teacher capable of solving complex pedagogical problems, not individual knowledge and typical skills. .

Therefore, a modern teacher should have enough knowledge and skills to carry out professional activities, awareness and planning (analysis of existing situations, formation of methods for solving priority problems, seeing prospective directions of his activity and so on), in addition to organizing on the basis of this process, it is necessary to find unanimous partners who can act together with him and to act effectively in tandem with them.

Nowadays, it is no news to anyone that all educational institutions should work together with organizations that will employ them in the process of training their graduates. However, due to the fact that the existing cooperation is not implemented sufficiently to fully meet the requirements of the time, the problem of introducing modern innovative methods of cooperation is still relevant, and it is appropriate to work in this direction.

Due to the uniqueness of the pedagogical education, the quality of preparation of students of this study for professional pedagogical activity depends on many factors. For example: the quality of the curriculum; scientific and pedagogical potential of pedagogical universities involved in the educational process; student preparation (including applicant preparation); quality of educational process tools (material and technical, experimental base; educational and methodological support; used auditoriums; presented knowledge, etc.); quality of educational technologies and others.

Development of professional pedagogical training of teachers of future technological education on the basis of

innovative cooperation, preparation of educational materials aimed at creating a potential opportunity for purposeful formation of professional pedagogical training of students and maximum active assimilation of all components of the educational process by students, creative requires the use of organizational forms, methods and methods that affect the development of abilities, independent assimilation of new knowledge. Systematic preparation of the content of educational materials is carried out using the following methods: systematic analysis, modeling, synthesis, separation of fixed and variable components of educational materials, and scientific prediction.

Although a number of psychological-pedagogical studies have been devoted to the issues of preparing students for professional pedagogical activities, despite the great interest of researchers and the importance of the obtained results, the problem of the formation of professional pedagogical training of teachers of future technological education has not yet been fully resolved. won't be. The main reasons for this are:

- insufficient development of the theoretical and pedagogical foundations of the process of formation of professional pedagogical training, which reflects the content, nature and development possibilities of future technological education teachers;
- widespread use of traditional approaches that are satisfied with the theoretical understanding of future technological education teachers, instead of forming their practical preparation for professional activity;
- the fact that instead of a systematic influence on the scientific-practical organization of the process of practical training of future technological education teachers, an approach consisting of random components that are not organically related to each other is being used;
- the disproportion of the level of development of technology for determining and evaluating the results of the formation of professional pedagogical training of future students of technological education, meeting the modern requirements of quality assessment in the field of education.

It can be seen that the above-mentioned reasons show that the research on the professional pedagogical training of future technological education teachers should be conducted more qualitatively and quantitatively. For this, let's analyze the concept of professional pedagogical training, which was the first object of research.

Vocational training means that a person's mental (spiritual) state and the corresponding level of physical health meet the requirements of the work performed. As noted by the well-known psychologist-scientist K.K. Platonov, professional training of a specialist is a subjective state of a person, which means that he considers himself capable and ready to perform the relevant professional activity [1, page. 34]. The quality and efficiency of the future teacher's professional activity depends on many factors, one of which is the professional pedagogical training of the teacher. It is a basic, mandatory condition and condition for the successful implementation of any type of activity.

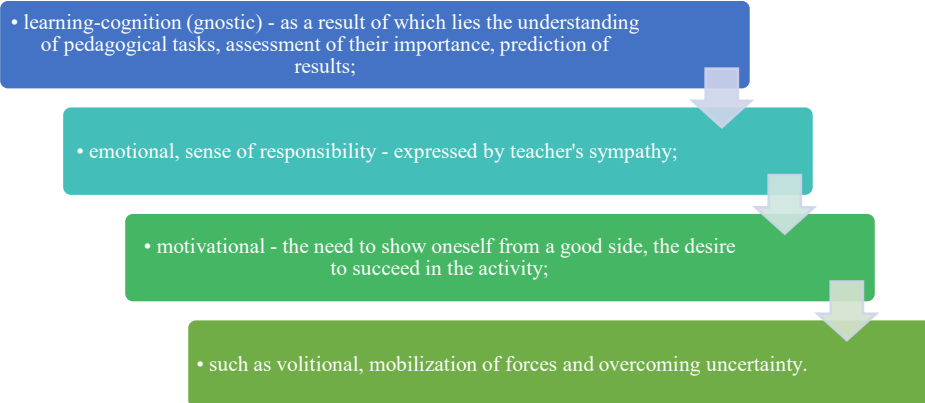
Readiness means a certain level of personal development, a temporary situation, an attitude, a mechanism for regulating activity, a special long-term or short-term mental state, and a concentration of personal forces directed to certain actions. Readiness can be interpreted at the level of value orientations, which are quality and status, and a dynamic process [2, page. 65].

Vocational training is a system of professional education aimed at accelerating students' acquisition of skills necessary to perform a specific job, group of jobs. Vocational training is not achieved by increasing the level of education of students. In necessary cases, the state creates the opportunity to acquire professional training for persons who do not have basic general education. Vocational

training can be obtained in primary vocational education institutions and other educational institutions [3, page. 54].

Such activities include the system of organizational and pedagogical activities that ensure the formation of professionally oriented knowledge, skills, abilities, as well as professional training. This is done within the framework of teaching at pedagogical institutes, universities and retraining faculties. Pedagogical practice is an important component of these programs. In addition, as a general conclusion, it is stated that vocational training is a process of acquisition aimed at accelerating the acquisition of knowledge, skills and competences necessary for the performance of a specific job or group of jobs by students in order to enable them to work in a specific field of activity. and cite three main stages of vocational training that require appropriate vocational training from a specialist depending on qualification requirements: higher, secondary-specialized, primary vocational (training of low-skilled workers in courses, individual and collective training in production transfer etc.). Therefore, training, skill increase is improved through independent finding and solving of problems posed in the process of practical work, conscious education and research. In conclusion, it can be said that professional training is an activity aimed at accelerating the acquisition of skills necessary for the performance of certain tasks by students. Attitudes like readiness are formed as a result of external and internal conditions, conscious or unconscious perception of information.

Preparation is determined by an internal attitude for a certain behavior in relation to the process of external - professional activity, therefore, there are distinct components of the mental state, for example:



The dynamic structure of the state of psychological readiness for professional activity consists of the following interrelated elements:

- understanding of the tasks whose solution leads to the achievement of the goal;
- assessment of the real conditions in which the planned actions will be carried out, interpretation and actualization of experiences related to the solving of meaningfully similar tasks in the past (in previous activities or in history);
- to determine the optimal methods of solving problems based on the existing experience and the correct assessment of the working conditions that arise;
- to mobilize and absorb one's intellectual and emotional-motivational resources in achieving the goal. [4, page. 32]

The system of psychological and practical preparation of the teacher for pedagogical activities is divided into a two-level hierarchical system.

1. Long-term training is a steadily developed system of personal qualities that allow successful performance of activities in various situations. Such readiness constantly plays a key role in professional activity. The composition of long-term training consists of the following: a positive attitude to professional activity; character, ability, motivational characteristics corresponding to the requirements of the profession; professional knowledge, skills, etc.
2. Situational readiness - is manifested as a characteristic of pedagogical activity, which is not independent, but closely related to the structure of external interaction, the individual active and effective result of the person is carried out through the directed state.

Thus, professional pedagogical training is a personal approach in the process of preparing a teacher for pedagogical activity, making clear and quick decisions, showing high interest in his work, establishing and maintaining effective communication with his students, pedagogical is a complex phenomenon that determines the ability to have effective methods of interaction. When defining the concepts of "professional readiness" and "suitability", it is necessary to pay attention to the following: the concept of "readiness" is broader and more complex than the concept of "pedagogical suitability" [5, page. 98].

Professional activity can be successfully performed only if a person meets the requirements of the profession according to his individual characteristics. This is the essence of the concept of "professional compatibility".

The characteristics of professional training are reflected in the document that reflects the final goal of the pedagogical process, which is standard for all - the professionogram. As a qualitative descriptive model of a specialist, the professionogram includes several sections: personal and professional-pedagogical qualities; basic requirements for psychological and pedagogical training; the content of methodological training in the specialty; including the scope and content of special training. Professional competence is an expression of a high level of professional training of a teacher and is regularly regulated by means of a professionogram and a standard. In the end, professional readiness is compatible with the professionogram as its high-level

model. The reason for this is that professional competence and readiness are the same state of personality, the only difference is that professional competence is characterized by psychophysiological qualities and subject conditions corresponding to professional requirements, and in professional training it is called a motivational and essentially important component. M.I.Dyachenko, A.M.Stolyarenko believe that it is appropriate to indicate the following two interrelated aspects in the professional training of a specialist:

1. Initial readiness is the possibility (ability) of the personnel to perform this work. It includes the presence of stable psychological structures in a person - knowledge, skills, abilities, personal qualities important for the profession.
2. Immediate readiness means that the specialist's psychology is ready to perform professional tasks under certain conditions. This aspect of professional training is due to the fact that the future teacher's psychological state changes depending on the situation, mobility, dynamism; it is characterized by the specialist's mental state and physical health, and the moral and spiritual situation in the team.



Sometimes the concept of "professional training" is defined by the concept of "professional competence", which in a general sense is the formation of readiness for the profession, stable orientation to the performance of work tasks. Professional competence is not only a result, but also a goal of professional training, which is carried out through a certain systematization of the content of professional and pedagogical education and has four components [2, page. 78].

It is known that the professional training of a teacher allows him to have deep knowledge, pedagogical skills, as well as the ability to control himself, his mood, and mobilize his psychological, cultural and physical capabilities for educational work. implies that he will get. The main and complex aspect of professional training is the psychological, professional-psychological readiness of the pedagogue, and it is related to the level of preparation of the specialist's mental forces-psychology to perform professional tasks. In his work, G.I.Xozainov [2, page. 123] based on the leading role of motives in activating the main components of readiness for pedagogical activity (theoretical and methodological knowledge, professional and practical skills, personal activity) and shows a positive attitude to the type of pedagogical activity as the main component.

To date, pedagogical scientists have developed a system of indicators of professional preparation for pedagogical activity, which includes:

- Professional and pedagogical knowledge is skillfully implemented in four consecutive stages: perception, understanding, memorization of professionally important knowledge and, accordingly, their application in a familiar and new pedagogical situation;
- The experience of carrying out professional and pedagogical activity is manifested in the following: acquisition of practical skills in the process of empirical practice, exemplary activity in usual situations, improvement of

professional activity methods in unfamiliar situations;

- The experience of creative pedagogical activity, in achieving this process, passes through these stages: understanding and formulation of the pedagogical problem, partially searching and research activity;

- The experience of value-emotional orientation in the process of pedagogical activity includes three stages: formation of the internal motivation of the teacher's behavior, professional and pedagogical behavior based on this model, creative direction of pedagogical activity.

Thus, the generality of the criteria of the teacher's readiness to implement the integrated pedagogical process can be expressed by the following scheme:

It is correct to assess competence not by the amount of actions performed by a person during work, but by the result of the activity. Similarly, competence cannot be determined by the level of literacy. According to MPChoshanov, competence is a completely new quality of professional training, and its specific aspects include:

- the knowledge of a competent person is practical, quick and mobile, they constantly update this knowledge;

- competence has content (knowledge) and process (skills) components. It is not enough to understand the content of the problem, it is necessary to be able to solve it with practically acceptable methods, that is, flexibility of methods is a necessary characteristic of competence;

- competence requires the ability to choose optimal solutions, to justify the decision, to exclude wrong ways, i.e. to be able to think critically.

Professional competence in a narrow sense is understood as a characteristic of a set of personal qualities that are important for the performance of direct service tasks within the framework of qualification requirements. From this point of view, professional competence is considered the basis of the professional qualities of a person and the high level of analysis of work and technological processes, analysis of technical documents and tasks,

error-free implementation of the work process, compliance with technological requirements, acquisition of additional skills, organization of culture and processes. , requires the acquisition of professional competencies provided by elements of activities such as troubleshooting in the technological process.

V.P.Kozbireva [6, page. 112] proposed the composition and content of professional-pedagogical activity, which defines the types of activity and the composition of activity types, as well as specific functional units of activity, based on the analysis of elements at different levels of specialist activity.

V.D.Simonenko and M.V.Retivbikhar [7, page. 54] also agree with this opinion and emphasize that "Professional preparation is an active and purposeful activity, in the process of processing existing and newly received information, external, random, secondary elements into primary, internal separation, reflection of the essence of the studied situations, establishment of logical connections between them is carried out.

The list of professional tasks that a student should be ready to perform is reflected and fully disclosed in the qualification requirements of the graduate (in the standard). It defines the position of the specialist in the field of production, the requirements for personal and professional qualities, worldview, knowledge and skills necessary for the performance of his work duties.

In the conditions of clearly manifested internal professional differentiation, the activities of teachers of various specialties are aimed at solving common organizational and specific pedagogical tasks in the entire pedagogical process, which distinguishes a modern teacher."

As a result of the study of opinions related to this field and the modern socio-technical requirements for technological education teachers and ethical documents, it was determined that the teacher of technological education should be ready to carry out the following types of professional-pedagogical activities need: technology and vocational education and training, production activities,

educational-methodical works, organizational-management activities, scientific-research, cultural-educational activities, etc. The development of the economy and social sphere requires specialists to acquire new professional and personal qualities. Among them are systematic thinking, ecological, legal, informational, communicative culture, business culture, self-awareness, methodical ability, the ability to consciously analyze one's own activities, independent in conditions of uncertainty. The teacher of pedagogical education organizes and conducts theoretical and practical training sessions on general education and special educational subjects. He organizes and conducts educational activities (he educates and develops the professionally important and important qualities of a modern specialist), directs young people to the profession, organizes experience and research work on professional education, and actively participates. He carries out organizational and methodological work in educational institutions, creates pedagogical projects (educational content, independent educational methods and innovative activities).

Develops

educational and methodological documents (basic educational documents - curricula, subject programs, study guides, methodical recommendations), is active in equipping and developing the material and technical base of the educational institution participates, at the same time, he actively participates in organizational and management work in vocational educational institutions and organizations.

The teacher of technological education belongs to a group of complex low-skilled professions that work in two different (heterogeneous) systems: "man-man", "man-technology" and he is a qualified staff with many specialties.

It is clear from the analyzed works and the opinions of researchers that the requirements for the preparation of modern graduates are determined by their tasks within the framework of their future professional activities. In order to

meet these requirements, graduates must acquire a range of professional, social and cultural skills upon graduation. For this purpose, it is necessary to ensure such professional training for bachelors, which not only creates a basis for the full development of the scientific fields, but also fully corresponds to the tasks of the reorganization of the higher education system at the current stage, and in the conditions of the stable development of the society, the relevant graduate must ensure the level of competence.

Therefore, it is necessary to take into account the tendency of gradual updating of knowledge, continuous improvement of its theoretical and experimental methods within the professional training of bachelors. A qualified graduate of a higher educational institution must see and follow these changes and build professional activity within the framework of a professional approach based on constantly updated materials. This requires a high level of professional creativity and the ability to solve professional problems.

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