



# Theoretical Foundations Of Preparing Teachers Of Pedagogical Technicism For Professional Activity

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## ABSTRACT

This article reflects on the theoretical foundations of preparing teachers of the future pedagogical Technical School for professional activities. Feedback on the need to achieve the knowledge, qualifications, skills and professional competencies that future teachers should acquire in the process of preparation for professional activities, pedagogical abilities and pedagogical skills, and the importance of self-development and non-stop research during the course of conducting professional activities are presented.

### Keywords:

Modern teacher, pedagogical activity, pedagogical communication, pedagogical skills, profессиogram.

## Introduction

In the process of implementation of the law of the Republic of Uzbekistan on education and the ideas of the "National Program for training", teaching personnel play an important role. Since the perfect person and mature qualified specialists are brought up in the process of specially organized pedagogical activity, the role of teachers in this process is incomparable. Therefore, it is advisable that a number of positive spiritual and moral qualities can be manifested in their person. The implementation of the ideas of the "national program of Personnel Training" in practice also depends on ensuring the success of the reforms carried out in the Republican educational system, the spiritual image and professional skills of teachers, educators, production Masters operating in educational institutions. Pedagogical institutions of Higher Education occupy a special place in the education of qualified pedagogical specialists.

## RESEARCH METHODOLOGY

In recent years, it is the state educational standards that have been developed that ensure the improvement of the content of the education

of pedagogical technicians. In addition, attention was paid to the creation of curricula, improved curricula, textbooks and manuals for professional educational areas. The preparation of the teacher of pedagogical technical schools provides for the correct selection of subjects included in the curriculum, their volume of educational material, content of educational material, transition time, theoretical educational material volume, volume of practical education, etc. on a scientific basis, the preparation of a teacher of professional education at the level of a specialist who meets the preparation of the teacher of pedagogical technical schools provides for the correct selection of subjects included in the curriculum, their volume of educational material, content of educational material, transition time, theoretical educational material volume, volume of practical education, etc. on a scientific basis, the preparation of a teacher of professional education at the level of a specialist who meets the At present, graduates of professional education areas of pedagogical higher education institutions are successfully engaged in professional and pedagogical activities in technical schools.

The work of raising a person is an incredibly complex process of activity. From a very long time, mature people of society have been involved in this activity. This situation means that the upbringing of the younger generation, the content of its organization is important in determining not only the maturity of the individual, but also the progress of society. The issues of training professional education teachers have been researched by many scholars. The work of raising a person is an incredibly complex process of activity. From a very long time, mature people of society have been involved in this activity. This situation means that the upbringing of the younger generation, the content of its organization is important in determining not only the maturity of the individual, but also the progress of society. The issues of training professional education teachers have been researched by many scholars. These works highlight various aspects and facets of the problem of training vocational education teachers, and below we would like to analyze some of them.

In the work of V.D. Simonenko, information is given about the training of Labor Education, the content of the work, the method of forms of vocational guidance for students of grades 4-8, introducing representatives of this field in the process of technical, agricultural and domestic service labor, approximate plans for vocational orientation training on the essence, content, production of their activities are presented.

U.N. Nishonaliyev made a thorough analysis of the practice of the pedagogical higher educational institution, which came to the following conclusions, noting that it is necessary to include special courses and special seminars in the training plans used in practice, since they allow to unquestioningly increase the level of professional training of future teachers of Labor and professional education.

The role of educational and methodological complexes in improving the level of professional training of future teachers of labor and vocational education is discussed in the article. R. Khojabayev thoroughly researched

this in his doctoral dissertation and subsequent work.

N.N.A. Muslimov noted that in the professional formation of a teacher of professional education, motivational qualities, intellectual potential, emotional, volitional qualities, acquisition of practical skills and content of self-management skills are a component of a holistic system that raises the professional training of a teacher of modern educational and professional education to a higher level, becomes the basis for determining the pedagogical conditions and Means.

A.I. Avazboyev carried out scientific research work on improving the training of teachers of Labor and professional education based on the integration of the content of educational subjects.

Sh.S. Sharipov brought the necessary conclusions and recommendations to the pedagogical conditions for the formation of inventive creativity of students by conducting a comprehensive scientific research work on the example of the faculties of Labor and professional education.

O.A. Kuysinov carried out scientific research work on the organization of Independent Education in the training of teachers of professional education.

D.U. Ergashev studied the problem of modern scientific and technological development, the rapid introduction of advanced production experiments into practice, changes occurring in society and nature, national revival and development, market relations and various ownership conditions, the worldview of which is comprehensively broad, creative, training teachers of Labor and professional education.

## ANALYSIS AND RESULTS

What should a modern teacher be like? From the above points, the content of the requirements for the personality of today's teacher is understood. The teacher (educator) is considered a person with special education, professional training, high moral qualities in pedagogical, psychological and specialty areas and functioning in educational institutions.

Of great importance are the activity of the teacher as an educator, his awareness of other

field knowledge, his fundamental knowledge of his science and his ability to have a deep knowledge of the emerging personality, psychology, abilities of a technical student, to fully perceive and correctly assess social events taking place in the world of personality, to be able to thoroughly study the group

In the growth of pedagogical professional skills, social relations expected from school administration, colleagues, students, parents are very important in relation to an educator. The reputation of an educator is determined by his activity in the lesson, his work in the school community, communication with parents-behavior in accordance with his moral ideal. In the growth of pedagogical professional skills, social relations expected from school administration, colleagues, students, parents are very important in relation to an educator. The reputation of an educator is determined by his activity in the lesson, his work in the school community, communication with parents-behavior in accordance with his moral ideal. He must bring up the habit of feeling a high level of social responsibility for the work prescribed by his students, to bring up high nobility, to achieve his intellectual maturity and to be brought up as a spiritually righteous person.

A big role in the activities of the educator is played by what style he works with students at different age stages. In the psychological and pedagogical literature, the following five different styles of work are distinguished, which are often found when guiding students:

1. Autocrat (self-overtaking).
2. Authoritarian (administrative command).
3. Democratic (acting on a team).
4. Liberal-Lockside (practically out of the leadership, fulfilling his role only by name).
5. Not consistent (acts on the situation in the interactions with students, "it is impossible to find out who is his supporter!«»).

In the activities of an educator in Real life, his method of leadership is formed under the influence of various subjective and objective factors. Such factors are one of the prerequisites for the decision of a high-level pedagogical culture of an educator as a subject of pedagogical activity.

As a result of an analysis of the interaction between an educator and a student in various situations, it can be concluded that the psychological environment and communicative culture in the children's community will largely depend on the method (style) of the educator's treatment with students and his pedagogical tactics (femininity).

Well, it is difficult for a person who chooses the profession of a pedagogue to be, first of all, healthy, that is, suddenly have no visible defects in appearance (lack of curls, limp, gluttony), be able to pronounce words correctly and well, have nerves in place, restrained. It is also necessary that it has the qualities listed above.

Pedagogical activity is the labor activity of people who are able to answer before the people, before the state, specially prepared for the education and education of children in order to prepare the younger generation for life, Labor. These characteristics of the specialty of pedagogy are expressed in its professionogram. The professionogram includes:

- Features of the personality of the educator;
- Requirements for the mental and pedagogical training of an educator;
- Special preparation size and content;
- The content of the methodological preparation for the specialty.

Features of the personality of an educator in the ideological sphere: scientific worldview and belief. deep understanding of social need and moral necessity, awareness of social and civic duty, socio-political activism.

In the field of the pedagogical profession: interest in loving and working with children, love of pedagogical work, mental-pedagogical brilliance and observability, pedagogical femininity, pedagogical imagination, organization, truthfulness, diligence, assertiveness and goal-seeking, restraint, restraint, self-control, broad scientific level, spiritual need and interest, intellectual curiosity, ability to feel novelty, striving to increase one's education, etc.

In addition to having the above personality qualities, each educator must also have pedagogical skills and pedagogical abilities to work successfully. Creativity should always be

his companion. Only a talented person, capable of pedagogical work can have pedagogical skills. Ability appears and develops in the process of activity. Ability differs from competence and competence. Skill and endurance are considered the result of training, while for the development of abilities it is also necessary to have talent, competence and mind again, that is, an anatomophysiological feature in the human nervous system

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From the first year of work in an educational institution, the intensive formation of pedagogical experience begins. Its beginning dates back to the era of pedagogical practice. It is the experience of pedagogical activity that complements and embodies what a graduate of an pedagogical higher educational institution does not receive during education. It combines and harmonizes the experience of the implementation of professional-pedagogical activity, experience of creative activity, experience of the manifestation of personality qualities. In the process of practical pedagogical activity, all the acquired knowledge is improved, personality qualities and pedagogical abilities are developed, professional skills and qualifications are formed. Several years pass until he is promoted to the rank of a skilled educator according to his qualifications.

The knowledge, skills and qualifications of an educator can be on two levels as a component of the foundations of pedagogical skills.

Acquired in the process of preparation for professional pedagogical activity and professional pedagogical activity-the importance of pedagogical experience.

That is, in the first case, the educator can be a primary pedagogical experience obtained during study in higher educational institutions, in the second case, there will be a pedagogical experience obtained in the process of professional and practical professional pedagogical activity.

Of course, the higher the first level, the easier it is to achieve the second, the shorter the achievement of pedagogical skills.

The foundation of pedagogical skill, which should be formed, covers the following main components: the personality, knowledge and pedagogical experience of the educator, in which each component can be mastered. Therefore, the foundations of pedagogical skill can be formed in each educator, creating a basis that allows them to rise to the level of pedagogical skill.

The foundations of pedagogical skills, which are implemented in practical activities, are a sign of professional maturity.

Four independent elements of pedagogical skill can be distinguished:

- The skill with which learners can organize their collective and personal activities;
- Persuasion skills;
- The skill of giving knowledge and the formation of activity experience;
- Skill in mastering pedagogical techniques.

Therefore, pedagogical skills represent a high level of development of activity, the acquisition of pedagogical technology, and at the same time the personality of the educator as a whole. he also represents his experience, his civic and professional placeur independent elements of pedagogical skill can be distinguished:

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Methods of achieving pedagogical skills include:

1. Education in various forms of professional development;
2. Independently improve their pedagogical knowledge;
3. Research and use of advanced pedagogical experiments;
4. Analysis and generalization of individual pedagogical experience;
5. Participation in the work of the methodological jury, subsidiaries and associations;
6. Access to open lessons and their analysis, access to mutual lessons Education in various forms of professional development.

## DISCUSSION

The teacher is obliged to have a deep and excellent knowledge of the subject he teaches and the need for communication with students. Each teacher must perfectly know the past history, present situation and future of the subject he is teaching. An educator with extensive and well-founded knowledge freely passes each of his lessons and does not suffer. He can answer every question from readers. He freely discusses the problem arising in the course of the lesson with students and expresses his correct, clear attitude to it. The teacher must perfectly know the past history, present situation and future of the subject he is teaching. An educator with extensive and well-founded knowledge freely passes each of his lessons and does not suffer. He can answer every question from readers. He freely discusses the problem arising in the course of the lesson with students and expresses his correct, clear attitude to it. A teacher who knows his subject perfectly will not shy away from asking perfect questions.

The teacher is required to work on himself throughout his career, to expand his knowledge. The ideological-political knowledge of the educator, theoretical, pedagogical-psychological, methodological and technological knowledge should be perfect.

The student must expand his practical pedagogical activity along with deep acquisition of professional knowledge.

The formation of pedagogical skills is the direction of the personality of the teacher-the attitude towards the student. an important role is played by the attitude to the educational process, the content and essence of education, the understanding of the place of education and upbringing in the life of society, the use of available opportunities in education and upbringing.

The fact that the teacher, first of all, loves his profession, believes in the possibility of students. The formation of pedagogical skills is the direction of the personality of the teacher-the attitude towards the student. an important role is played by the attitude to the educational process, the content and essence of education, the understanding of the place of education and upbringing in the life of society, the use of available opportunities in education and upbringing.

The modern requirements for the teacher of today are important for all persons who have acquired the profession of pedagogy in our society. Below we will familiarize yourself with the requirements for the personality of the teacher:

1. The teacher should be able to deeply understand the changes that are taking place in the social life of society, the nature of the social reforms being carried out, and to provide students with correct, well-established information in this regard.
2. A modern teacher is required to be aware of the latest scientific, technical, and technological innovations and achievements.
3. The teacher should have a deep, thorough knowledge of his specialty, be tirelessly sought after on his own.
4. The teacher should thoroughly know the basics of pedagogical and psychological sciences, organize activities in the educational process, taking into account the age and psychological characteristics of students.
5. The teacher should be able to make the most effective use of forms, methods and tools in the educational process.

6. The teacher is obliged to have creative, initiative and organizational skills.

7. The teacher has a high level of pedagogical skill, chunanchi, communicativeness, pedagogical technique (speech, movements of the face, limbs and torso. the rules of facial expressions, pantomimics, gestures) must achieve deep mastery.

8. It is necessary that the teacher has a culture of speech, his speech should be able to embody the following features:

(a) correctness of speech

b) purity of speech (its expression in a literary language only, free from various dialects); jargon (words characteristic of a particular profession or field of specialties); varvarism (inappropriate use of words characteristic of a nation in a speech articulated in the language of a particular nation); vulgarity (words used in defamation, slaughter), as well as conelarism (use of formal words in situations where there is no place) should be;

d) fluency of speech;

j) the wealth of speech (ability to make appropriate and effective use of Proverbs, sayings and proverbs, matals and excerpts).

9. The teacher must achieve a culture of dress (simple, neat, unobtrusive dress), a variety of decorations that quickly attract the student's attention in the educational process (not using gold, silver jewelry, mastering the dress in accordance with the season, age, posture structure, face image, even, hair color and style.

10. The teacher should be able to be pure in personal life, an example for those around him.

As an active participant in the process of pedagogical communication, the teacher needs to achieve the content of a number of qualities in himself. He is above all thoughtful, calm, it is necessary to be able to correctly assess the situation, to be able to overcome existing conflicts. In the process of communication with the reader, parents and colleagues, it is desirable to pay attention to the clear and complete statement of his opinion. In the process of dealing with them, it is possible to use the word not to cite evidence of negative circumstances, but, on the contrary, to recognize the success of the reader (or colleague, parents), to express confidence in

their further enrichment, to speak with him. In the process of communication, it is necessary from the words of the teacher that benevolence, sincerity, friendly attitude towards the interlocutor are felt, as well as to be in the mood as high as possible.

The image of a teacher's personality that complies with these requirements ensures that he gains prestige among students, colleagues and parents.

## CONCLUSION

Based on the above points and considerations, pedagogy makes it possible to draw the following conclusions, summarizing the experience of training teachers of pedagogical techniques in higher educational institutions:

1. Improving the work of training teachers of the pedagogical technical school begins with the selection of applicants, the introduction of entrance exams in specialist subjects, which allows you to take into account their interest, inclinations, feelings, professional orientation;
2. Expanding the scope of training teachers of the pedagogical technical school, that is, ensuring compliance with important branches of the national economy;
3. Improvement of educational plans and programs on the basis of scientific and technological achievements and advanced, promising, production technologies;
4. Large-scale use of advanced pedagogical technologies that activate students in educational work;
5. Expanding the scope of training teachers of the pedagogical technical school, that is, ensuring compliance with important branches of the national economy;
6. Ensuring the integration of information technologies into the educational process in the training of teachers at pedagogical technical schools;
7. To put an end to repetitions by integrating as a holistic science the subjects of study, which are close, complementary, expanding and deepening the content, to form comprehensive knowledge and professional work and action methods in the teachers of the future pedagogical technical school, to revise the stage of higher education of the system of continuing

education in organizational and content in accordance with the requirements of It is desirable that such a restructuring be carried out by integrating the content of Education, adapting the methods of science to the conditions of Higher Education.

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