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DEVELOPING A PROFESSIONAL OUTLOOK FOR FUTURE TEACHERS AS A PEDAGOGICAL CHALLENGE

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Annotation: *Changes in society, modern requirements for professional knowledge, and personal qualities of specialists have created the need to update the content of education in pedagogical universities, innovative forms and methods of teaching, the widespread introduction of modern information technology in practice. In this article, the author analyzes how to increase the professional outlook of educators.*

Keywords: *Educator, education, students, curriculum, vocational training, vocational adaptation, etc.*

One of the most important tasks of higher education institutions is to form the professional training of future professionals. Vocational training is interpreted as a specific manifestation of a person's social competence, which is based on the acquisition of the necessary professional knowledge, skills, and abilities. Vocational training does not happen by itself but involves specific stages that are planned based on specific goals. The formation of professional training in a person is initially determined by the composition of the professional vision, concepts, and then explained by the acquisition of knowledge, skills, and abilities in the specialty, the determination of professional qualities, and the degree of professional adaptation. Vocational adaptation is the level of professional competence of the future specialist in the conditions of objective and subjective education, mastering the requirements of future professional activity, adaptation to the process of the activity. On this basis, several measures are being taken today to improve the material and technical support of pedagogical universities, to expand the range of educational and methodological opportunities. It is the development of intellect and logical thinking in students, depending on the specifics of the chosen specialty, and the professional training of students is provided based on this task. The main criteria for professional training are the practical training of the future specialist the level of acquisition of knowledge, skills, and abilities in the field of specialization, adaptation to the requirements of professional activity.

Indeed, vocational training represents the level of knowledge, skills, and competencies necessary for the further development of the moral and professional qualities of the specialist throughout his career, the formation of professional competence. The practical implementation of these tasks requires the most important of the issues facing pedagogical higher education institutions, namely, innovative approaches to the process of training future teachers. For example:

- Development of continuing professional education programs based on the requirements of the labor market and the latest achievements in science, technology, engineering, and economics;
- establishing a strong integration between continuing education, science, and industry;
- Providing educational institutions with modern material and technical base and teaching materials;

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- Involvement of highly qualified teachers, methodologists and engineering teachers in the higher education system;
- Development of cognitive activity, creative abilities of future teachers, as well as active decision-making in them;
- One of the necessary factors is the widespread introduction of innovative teaching technologies in the educational practice of higher education institutions.

These factors, which determine the effectiveness of the process, create the need for fundamental research to improve the content of vocational training, ensuring the implementation of social requirements for the system of training junior specialists in the context of the National Training Program. It is known that in the pedagogy of the East, which combines the issues of career choice, career guidance, professional education with mystical science, the "Holy Qur'an", which has been an important source in the formation of the spirituality of our people for thousands of years. , is reflected in the scientific heritage of the great thinkers Muhammad Ismail al-Bukhari, Muhammad Isa al-Termini, Mahmud Qashqai, Abu Nasr Farobi, Yusuf Khas Hajib, Hussein WazKashif, Amir Temur, AlisherNavoi as rare ideas.

Evidence of this can be seen in Abu RayhanBeruni's commentary on teaching. Beruni believed that choosing a teacher to teach young people was the first and foremost task of parents. To do this, the teacher needs to be polite, honest, well versed in his subject and the rules of teaching, clean, exemplary in walking and standing. If, says Beruni, the educator is not an example, if he does not follow what he says, his demands and upbringing will be ineffective. In the works of MahmudhojaBehbudi, Abdulla Avloni, AbdurauFitrat, one of the founders of the pedagogy of the new era, the role and services of education and the teacher in this process are interpreted uniquely, based on the socio-political life of the time. In particular, Abdullah Avloni focuses on the work of the teacher and entrusts the intellectual development of the child not to the family, but the school, to the teachers: Thought makes a person honorable, enthusiastic. This education needs the help of teachers, and the strength, beauty, and breadth of thought depend on the education of the teacher. Theoretical and organizational-methodological bases of quality management and control of education in the system of secondary special and vocational education, which is one of the important links of continuing education, U.I. Extensively studied by Inoyatov. U.I. In his research, Inoyatov developed a model for quality control in education, forming an effective management structure of the professional college.

In the research of pedagogical scientist N.A. Muslimov based on the integration of pedagogical and technical knowledge, the problems of professional formation of teachers of vocational education working in the system of secondary special, vocational education, modeling of his professional and pedagogical activity, future profession Particular attention is paid to the practical basis of such problems as the methodological basis of standardization of the process of teacher training, the methodology for assessing the level of formation of future vocational education teachers and the possibilities of pedagogical disciplines in the professional formation of future vocational education teachers. Educator-psychologist researchers M.I. Dyachenko and A.M. Stolyarenko describe the professional training of future teachers about their current level of adaptation:

1. The initial potential readiness of a person for professional activity, that is, the static components of the mental basis of professional activity, the level of knowledge, skills, abilities, necessary qualities, and the necessary professional capabilities of the person.
2. It is characterized by a person's direct and immediate readiness for professional activity, that is, the agility, flexibility, the mental and physical condition of the specialist, his focus on solving specific problems in any situation and situation. The scientific work carried out shows that there are and still are various philosophical and methodological approaches to the definition of pedagogical concepts. Let's start with the concept of "education".



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According to B.M. Bim-Bad, education includes upbringing, reading, and teaching. VI Andreev interprets "education" as an event that is reflected in "culture" and carried out through teaching and upbringing. In turn, the category of "teaching" is defined by the concepts of "education", "upbringing" and "development". Some literature states that it takes place through "development," "formation," and "adaptation," while others refer to "adaptation" as "development." Nevertheless, many authors acknowledge that the concept of "development" is relatively broad motivational needs of the individual, cognitive, volitional, and constituent, which are more widely used to describe the dynamics of change. Unlike the more complex concept of 'development' in a sense, the concept of 'adaptation' refers more to the result of influencing an individual's development under the influence of active forms of external and internal factors. Psychological dictionaries describe it as "Adaptation (Lat. Adaptare adaptation) - a change in certain sensitivities as a result of the adaptation of the sensory organs to the driving force." Sensitivity gradually increases as the sensitivity increases and decreases during adaptation, from strong to weak; as the effect increases, the sensitivity decreases.

In the literature on pedagogy and vocational education, attention is drawn to the fact that the term "professional orientation" has the following meaning: 1) "Professional orientation" - a person's ability, interests, needs, and confidence in a particular type of activity 2) "Professional orientation" - the relationship between career choice, interest, confidence, and motives for career choice is led by personal qualities. Some researchers have tried to explain the essence of the concept of "pedagogical orientation", given the direct orientation of the individual to a specific professional activity. In particular: 1) "Pedagogical profession" - a person's "interest in the pedagogical profession and the desire to engage in this type of activity"; 2) "Pedagogical orientation" - attitude to children, passion for pedagogical work, the ability to observe pedagogically. Terminological analysis shows that the concept of "pedagogical profession orientation" mainly reflects the fact that the choice of profession influences the professional formation of an individual under the active influence of motives. The concept of motive is interpreted in the psychological literature - as a motivating factor in the activity associated with the satisfaction of certain needs. Career choice is a complex and motivating process, and the right choice of profession leads to a person's satisfaction with life, a clear definition of social status.

The first condition in the organization of pedagogical activity, that is, a real pedagogical orientation, acquires a positive character and contributes to the acquisition of an acmeological level in pedagogical activity. Only the first pedagogical training in the organization of pedagogical activity helps to achieve high results. The main motive of a true pedagogical orientation is the interest in the pedagogical activity. In the course of our pedagogical observation and when we studied the main reasons why prospective teachers "chose the teaching profession", 33% of respondents-students chose the teaching profession voluntarily, 31.2% were interested in a particular subject and on the recommendation of their parents, 35.4% were found to have chosen this educational institution to continue their education in pedagogical higher education institutions. However, the high level of financial security of the teaching profession compared to other professions shows that the stereotypes formed among parents do not go unnoticed by young people. The initial potential preparation of future teachers for professional activity is the basis of their current practical training. Therefore, in the process of formation of vocational training in educational institutions, it is necessary to form in students the professional knowledge, skills, and abilities that are sufficient for the implementation of professional activities. Vocational knowledge is a combination of information and acquired theoretical knowledge necessary for the work performed in a specific work activity. An important criterion for determining the effectiveness of the process of professional adaptation is that the professional knowledge to be acquired by future teachers is determined based on the content of the qualification requirements for the quality of the individual.



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Although career motivation is more pronounced in career guidance, it should be noted that they alone cannot play a leading role in the formation of vocational training. This is because the individual's existing physical, mental, and spiritual capabilities are commensurate with the level of requirements of the chosen professional activity for the individual, which helps students to adapt to the professional environment and to form reflection. Professional opportunities - reflect the objective conditions of a particular activity related to the will of the individual. It is usually advisable to approach future teachers based on their objective capabilities, to identify the capabilities of the individual to the requirements of the chosen profession and activity. For example, when choosing a teaching profession, not only a love of the profession, the desire to communicate with children, but also the fact that the physical, psychological and social requirements of the profession to the individual are within its capabilities to acquire professional knowledge, skills, and abilities. will help. Therefore, in the professional adaptation of future teachers, special attention should be paid to the theoretical substantiation of these aspects of the issue and the development of the professional potential of future professionals.

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