



PREPARING FUTURE TEACHERS FOR SOCIAL PEDAGOGICAL ACTIVITY IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS AS A PEDAGOGICAL PROBLEM

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Abstract

The pedagogical training of future teachers primarily depends on the quality of training of pedagogical personnel in higher educational institutions. The level of competence, professional skills, and ability to correctly and purposefully manage pedagogical processes of specialists determine the success of the formation of the student's personality. This poses an urgent task for the entire system of higher pedagogical education, as well as for all organizations responsible for education and personnel training, to further study the issues of professional training of future teachers in organizing and managing the processes of raising a harmonious personality.

Keywords: Pedagogy, pedagogical problem, education, professional skills, competence, harmonious personality, future teachers.

Introduction

PEDAGOGIKA OLIY TA'LIM MUASSASALARIDA BO'LAJAK O'QITUVCHILARNI IJTIMOIIY PEDAGOGIK FAOLIYATGA TAYYORLASH PEDAGOGIK MUAMMO SIFATIDA

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Annotatsiya

Ushbu bo'lajak o'qituvchilarini pedagogik tayyorlash avvalo, oliy ta'lim muassasalarida pedagog kadrlarni sifatli tayyorlashga bog'liq. Mutaxassislarning kompetentlik darajasi, kasbiy mahorati, pedagogik jarayonlarni to'g'ri va maqsadli



boshqara olishi o'quvchi shaxsini tarkib toptirish muvaffaqiyatini belgilab beradi. Bu oliy pedagogik ta'lim tizimi, umuman ta'lim va kadrlar tayyorlash uchun mas'ul bo'lgan barcha tashkilotlar oldiga bo'lajak pedagoglarning barkamol shaxsni tarbiyalash jarayonlarini tashkil qilish va boshqarishga kasbiy tayyorgarligi masalalarini yanada mukammal tadqiq qilishdek dolzarb vazifani qo'yadi.

Kalit so'zlar: pedagogika, pedagogik muammo, ta'lim, kasbiy mahorati, kompetentlik, barkamol shaxs, bo'lajak o'qituvchilar.

ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ К СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ПЕДАГОГИЧЕСКИХ ВУЗАХ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

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Аннотация

Педагогическая подготовка будущих учителей в первую очередь зависит от качества подготовки педагогических кадров в высших учебных заведениях. Уровень компетентности, профессиональных навыков, умение специалистов правильно и целенаправленно управлять педагогическими процессами определяют успешность формирования личности студента. Это ставит перед всей системой высшего педагогического образования, а также перед всеми организациями, ответственными за образование и подготовку кадров, актуальную задачу дальнейшего изучения вопросов профессиональной подготовки будущих педагогов по организации и управлению процессами воспитания гармоничной личности.

Ключевые слова: педагогика, педагогическая проблема, образование, профессиональные навыки, компетентность, гармоничная личность, будущие учителя.



The adoption of the Decree of the President of the Republic of Uzbekistan No. PF-6097 dated October 29, 2020 “On approval of the Concept for the development of science until 2030”, the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 “On the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030”, the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 “On the Strategy of Actions for the further development of the Republic of Uzbekistan”, the Decree of the President of the Republic of Uzbekistan No. PF-5099 dated June 30, 2017 “On measures to radically improve the conditions for the development of the information technology sector in the republic” have led to the attention paid to the issue of training pedagogical personnel in higher educational institutions as a priority area of state policy. indicates that.

The development of social life poses a number of extremely important and urgent tasks for the education system of the Republic of Uzbekistan. Some of these include radically improving the quality of education, solving the problems of intersubjectivity and coherence between disciplines, subjects, and stages of education, ensuring the openness of education to all, and accelerating the processes of integration with the developed scientific and educational environment of the world. The introduction of computer and information technologies into the educational process serves to open up the following opportunities in education:

- improving the methodology for selecting, planning, designing, organizing, implementing, managing and quality control of the content of the educational process;
- improving the quality and efficiency of education, its individualization;
- the emergence of new forms of content of cooperative activities of educational subjects - teachers and students in the educational process.

Information and social technologies are a vital part of human life Despite the rapid penetration of information technology into the content of all areas of activity, the widespread discussion of the issue of computerization of the educational process, the introduction of information technologies into it, the scale of practical work carried out in this area in higher education institutions and the attention paid to it cannot be called at the required level. The analysis of the results of the conducted scientific research and our observations made it possible to determine that the use of information technologies in the educational process of higher education is superior to



traditional methods, and that little attention is paid to the use of computer and social didactic technologies in the direct educational process [].

Our country has set a number of important urgent tasks for the higher pedagogical education system, such as improving the quality and efficiency of education, ensuring its openness, humanism and individual orientation, ensuring continuity between all levels of education, and integration with the global educational environment. In the 21st century, which is considered the century of information technologies, it is necessary to create the necessary conditions for the formation of the young generation as individuals who can enrich science and production with their knowledge, intellectual and creative capabilities with new methods and technologies.

Pedagogical training of future teachers depends, first of all, on the high-quality training of pedagogical personnel in higher educational institutions. The level of competence of specialists, their professional skills, and the ability to correctly and purposefully manage pedagogical processes determine the success of shaping the personality of the student. This sets an urgent task for the higher pedagogical education system, as well as for all organizations responsible for education and personnel training, to further study the issues of professional preparation of future teachers for organizing and managing the processes of educating a well-rounded personality.

Uzbekistan has all the necessary conditions for the transition to the modern model of social development. This model is based on the broad and effective use of the scientific and technical potential created, the widespread implementation of the achievements of fundamental and applied sciences, technologies requiring deep knowledge, and an increase in the number of highly qualified, talented personnel. This serves as a necessary condition and a solid foundation for our country to join the ranks of the economically and industrially developed countries in the world.

Today's high development of science, technology, engineering, and production automatically puts new social demands on the agenda. Among these social requirements, society, and in particular, the driving force behind the development of industries, is of decisive importance - the training of qualified personnel, and the improvement of the system aimed at this goal. Although the need for training qualified personnel arose at the very beginning of the development of the industrial sector, when production enterprises appeared, it still retains its relevance. The main reasons for this are the emergence of new directions and specialties in connection with the



social, economic and cultural development of society, the need to train personnel in them, the formation of the need for consistent improvement of professional knowledge, skills and abilities of specialists in a changing, fast-paced era, as well as the increased demand for the ability to withstand strong competition in the labor market as a specialist.

In the current conditions, a continuous education system with a well-founded mechanism, in particular the stage of a higher educational institution, plays a special role in providing social, economic and cultural sectors with qualified personnel. As mentioned above, the rapidly developing era poses the task of specialists to be ready for rapid changes, to keep pace with the times, and to self-form and develop from a social and professional perspective. In order for specialists to fully respond to this demand, it is very important to organize the educational process in higher educational institutions in a high-quality manner.

The theoretical and methodological foundations of the problem under study, its psychological aspects, are studied by well-known scientists:

- J. Ikromov, N. R. Gaybullaev, T. R. Tulaganov, B. M. Mirzakhmedov, A. A. Abdukodirov, Yu. Makhmudov, S. Alikhanov, U. Yu. Yuldashev, Yu. Pulatov, M. Tojiev and others, who studied the improvement of teaching methods in mathematics, physics and computer science;
- L. S. Vygotsky, A. N. Leontyev, S. L. Rubinstein and others, who studied the psychological foundations of personality development;
- Yu. K. Babansky, I. Ya. Lerner, M. N. Makhmutov, D. V. Vilkeev, P. I. Pidkasistiy, T. I. Shamova, who studied the didactic and methodological foundations of organizing independent reading and learning of students.

The qualifications of students of pedagogical higher educational institutions, that is, the full preparation of future specialists for professional activity, pedagogical skills, personal qualities that ensure the priority of humanistic ideas in the educational process, and the ability to objectively monitor and evaluate students' knowledge must meet existing social requirements. They also require the study of advanced pedagogical practices, the use of modern pedagogical and information technologies, the development of skills and qualifications, and the continuous development of their professional competence.

Based on these requirements, effective work is being carried out in the Republic of Uzbekistan to improve the level of professional training of students of pedagogical



higher educational institutions, to improve their knowledge, skills and qualifications in modern pedagogical and related fields.

It should be noted that in our republic, the direction of mathematics is DTS, and on its basis, curricula that meet the requirements of the time have been developed and are being implemented. In developing curricula, special attention is paid to the formation of students' competence and creative abilities. In addition, the experience of developed countries such as Germany, Japan, South Korea, and Singapore is widely used in preparing curricula.

Today, the requirements of higher pedagogical institutions for the level of theoretical and practical knowledge acquired by future primary education teachers create conditions for the implementation of certain changes in the teaching of mathematics. There is also a need to increase the practical importance of mathematics education and the level of fundamental pedagogical training of students.

A future primary school teacher should acquire the following knowledge and skills in the process of studying mathematics:

- master the methods of solving pedagogical problems, apply their solutions in practice, develop the ability to think logically;
- develop the initial form of pedagogical investigation in practical activities (creating a pedagogical model of life problems, choosing a convenient method for its investigation and solution, evaluating and applying the results obtained, etc.) and form an intuition that is important in situations where it is necessary to apply pedagogical knowledge;
- be able to independently analyze the essence of pedagogical apparatus concepts found in sources related to the specialty.

At this point, it is worth noting that we need to identify the following areas for further improving the professional training of students of pedagogical higher educational institutions:

□ to study the latest achievements in the field of theory, scientific and practical research, technological progress and innovations in the professional disciplines being taught, as well as modern methods of organizing the educational process, in order to achieve a continuous increase in the level of professional training of graduates of higher educational institutions;

□ to continuously improve the qualification requirements, curricula, programs and methods for all specialties based on their practical application directly to the



educational process, having thoroughly studied the latest achievements of modern pedagogical, social and information and communication technologies;

□ to increase the level of mastery of foreign languages of students of higher educational institutions and effectively use it in the continuous improvement of their professional and scientific activities;

□ training qualified teachers by conducting continuous professional practice at a high level in educational areas of higher educational institutions and achieving full-fledged completion of graduation qualification works in selected facilities;

□ improving the work carried out during their scientific internships in order to more effectively organize the scientific activities of master's students. In particular, teaching them to analyze domestic and foreign scientific literature and scientifically substantiate the results obtained from experimental and test work carried out on scientific research;

□ organizing business trips of personnel to developed foreign countries in order to further improve the training of qualified teachers and scientific pedagogical personnel.

The provision of all these areas will serve to further increase the responsibility of students and future teachers of higher educational institutions for organizing their pedagogical activities and professional self-development. The final result will be the training and increasing the potential of highly qualified personnel.

In conclusion, the systematic organization of the educational process in higher educational institutions of pedagogy plays an important role in increasing the professional competence of future teachers of exact and natural sciences, in training highly qualified personnel who are able to withstand strong competition in the labor market. This, in turn, guarantees the high-quality organization of the educational and upbringing process in higher educational institutions, and high efficiency in training qualified personnel.

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