



PEDAGOGICAL CONDITIONS FOR PROFESSIONAL METHODOLOGICAL TRAINING OF FUTURE TEACHERS FOR SOCIAL PEDAGOGICAL ACTIVITY

Shanazarov Otabek

Acting Professor National Pedagogical

University of Uzbekistan Named After Nizami

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.

BO‘LAJAK O‘QITUVCHILARNI IJTIMOY PEDAGOGIK FAOLIYATGA KASBIY METODIK TAYYORLASHNING PEDAGOGIK SHART-SHAROITLARI

Shanazarov Otabek

Dotsent, Nizomiy nomidagi

O`zbekiston milliy pedagogika universiteti



Annotatsiya

Ushbu bo'lajak o'qituvchilarini pedagogik tayyorlash avvalo, oliy ta'lim muassasalarida pedagog kadrlarni sifatli tayyorlashga bog'liq. Mutaxassislarining 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.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ПРОФЕССИОНАЛЬНО-МЕТОДИЧЕСКОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Шаназаров Отабек - доцент

Национальный педагогический университет

Узбекистана Имени Низами

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.



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

The socio-economic changes taking place in the Republic of Uzbekistan, the construction of a developed democratic society impose on the employees of the education system the task of educating a comprehensively developed personality, brought up in love for the homeland.

One of the current and promising directions of the “National Program for Personnel Training” of the Republic of Uzbekistan is to select talented, intelligent students from among the growing younger generation, educate them in modern schools on the basis of enriched, meaningful programs, create wide opportunities for them and produce competitive, qualified specialists for various sectors of the national economy.

In about 10,000 general secondary educational institutions in the higher education system of the Republic of Uzbekistan, the problems of teaching mathematics to students using the most effective methods in accordance with the requirements of the time are being consistently solved. In addition, specialized laboratories for the practical and theoretical study of mathematics have been established in general secondary schools.

In teaching exact and natural sciences, the development of students' talents should be based on certain psychological laws.

The results of research conducted by psychologists show that currently, on average, 13-15 percent of students aged 6-16 have a high level of intelligence quotient (IQ). In our opinion, talent is an individual psychological characteristic of a person, which is manifested only in academic or intellectual-theoretical activities. Talent is an individual psychological characteristic that is manifested in intellectual-creative activities. Of course, these characteristics, despite the fact that each person is unique and naturally conditioned, require special attention and education. Therefore, in order to select and further develop gifted and talented students, sufficient conditions and an intellectual, creative environment are needed. Because any talent and talent develops and manifests itself only in the process of activity in the field to which it belongs. From this point of view,



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recognizing the expediency of organizing specialized schools and classes for gifted and talented students in the higher education system of our Republic, it is possible to give certain recommendations for selecting gifted and talented students. Currently, in practice, students are admitted to specialized schools mainly by passing exams and tests in subjects according to their specialization. In our opinion, it is appropriate to conduct a competition based on special psychological intelligence tests, rather than exams in subjects, when selecting gifted and talented students for these schools. Talent and talent are not measured by the "excellent" grades received in subjects, but rather by the productivity of mental processes occurring in the brain. Psychological intelligence tests do not determine a student's knowledge of a particular subject, but rather their general mental abilities and the ability and ability to engage in their chosen field. If a student gets a "five" on an exam in a general secondary education subject (note the "general secondary"), but does not have intellectual or creative abilities in this field, his or her future work productivity will be low. Ultimately, such a person will not only be bored with his or her chosen field, but will also not bring any benefit to society.

Starting from the junior school age, the level of students' aptitude for mathematics is determined based on the study and observation of speech, memory, logical thinking and psychological characteristics.

Mathematics is considered a subject that sharpens the mind. The conducted analyses have shown that in almost all countries, mathematics occupies one of the leading places in the curricula. Almost 17 percent of the school year is allocated for studying mathematics. Such great attention to mathematics reflects its special place in modern society. From a social perspective, the field of mathematics is also an important means of training citizens with broad knowledge and, undoubtedly, qualified personnel necessary for industry, technology and science.

In order to organize students' cognitive activity in mathematics through various forms of extracurricular activities, it is necessary to study students' interest in learning. In extracurricular activities in mathematics, it is necessary to help students realize its social, practical and personal significance. For this, it is necessary to form a positive attitude of students to mathematics in extracurricular



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activities. Ensure the effective use of students' own resources. Helps to create a comfortable environment for conducting extracurricular activities. Builds a friendly style of interaction with students.

Features of extracurricular activities Taking into account the pedagogical and psychological characteristics of students, extracurricular activities are carried out individually with each student and taking into account the questionnaires of individual groups. The forms of extracurricular activities are different and are organized depending on their wishes. Students are allowed to show their interests in the special types of activities provided for in the extracurricular activities plan. The following forms of extracurricular activities with students can be offered:

- optional courses;
- developmental hours, pedagogical months or pedagogical circles in grades 5-6;
- research work;
- special pedagogical groups;
- integrated extracurricular pedagogical activities;

Properly organized and systematically conducted extracurricular activities consolidate the pedagogical knowledge acquired by students in classes, broaden their worldview.

Extracurricular activities in mathematics for grades 5-6 can be held 2 times a month after classes. During the activities, children work with interest, acquire a lot of new information from the history of mathematics, learn quick calculation methods and solve problems of various types. As a result, students have before their eyes a lot of interesting and useful information that will be useful in the future.

Students develop skills in choosing independent problems. They look for and find other ways to solve problems and share them with their friends. A similar school can hold a mathematics month.

Conducting a mathematics month at school:

1. Helps students increase their interest in mathematics.
2. Helps students understand the social, practical and personal significance of extracurricular activities in mathematics.
3. Forms positive arguments for participating in extracurricular activities in mathematics.



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4. Ensures effective use of students' own resources.

5. Helps create a comfortable environment during extracurricular activities

It will also be useful to identify activists who can effectively assist the mathematics teacher in organizing extracurricular activities. Helps to create innovations in solving Olympiad problems

1. Expanding pedagogical outlook (knowledge of innovations from the history of mathematics);

2. Developing independent thinking of students (they work together on everything, look for new ways to complete tasks, are not afraid to express their opinions, listen to the teacher's advice);

3. When completing theoretical tasks, they are able to work with additional literature:

4. Develops pedagogical modeling skills.

The proposed, presented methods can give good results if students' assessments are not exaggerated and analyzed fairly.

If the extracurricular process is carried out in an interesting way using the above methods, it will be significant not only for students, but also for parents and the entire school community.

As a result, students' serious interest in extracurricular activities increases; There is a desire to search for necessary materials on Internet sites and work with additional literature; There is an increased desire to participate in intellectual games and research activities at Olympiads; The quality of conducting and preparing for extracurricular activities increases; It helps to identify and support talented students; A culture of communication is cultivated;

And we will be able to correctly organize the learning activities of schoolchildren through a differentiated system of extracurricular work in mathematics, taking into account the pedagogical and psychological characteristics of students.

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