

# Pedagogical Aspects Of Improving The Process Of Preparing Future Teachers For Professional Activity

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**Abstract.** In the global education system, the development of professional training of future teachers based on innovative approaches, improvement of methodological support of subjects using modern educational technologies, and provision of modern knowledge to students in their fields of activity, as well as continuous improvement of professional skills and qualifications are among the priority tasks. This article presents opinions on the reforms carried out by our government to improve the professional training of future teachers in higher educational institutions, the pedagogical conditions for preparing students for professional activity, and the positive results achieved by increasing the professional activity of future specialists.

**Keywords:** education system, future specialists, intellectual potential, professional activity, creative abilities, educational processes, pedagogical-psychological knowledge, complex approach, professional competence.

## INTRODUCTION.

It is difficult to imagine the development of world civilization without young people with modern knowledge and intellectual potential. Therefore, identifying and developing the talents of young people has always been an important issue. The socio-economic development of all sectors of societies facing the world, the flourishing of science and technology, and medicine require the use of the intellectual and creative potential of each person in their professional activities. These measurement norms are especially relevant for education, one of the most important tasks of which is to give each person the opportunity to fully reveal their inclinations and develop creative abilities.

In our country, the content and quality of education are considered a priority issue. Ways are being sought to develop the education sector, increase its efficiency in a short time, and the

introduction of pedagogical technologies is also in the focus of reforms in the field. Scientific and practical conditions are being created in educational organizations to improve the professional training of students. The use of advanced pedagogical technologies in the process of training and the use of methods aimed at solving practical problems through personal reflection create an opportunity to improve their professional qualities and pedagogical skills. The professional development and development of a person as a specialist, according to the essence of the content, is manifested in a subconscious way. Professional maturity is one of the important periods of human ontogenesis, which includes the period from the ideas of professional development and development to the completion of this process. The formation and development of a creative personality depends on the harmonious harmony of

his inner and outer world, socio-economic conditions and the content of human ontogeny - from birth to the end of life, which requires continuous succession. The educational process is considered a joint activity of the teacher and students, in which the intellectual development of the individual and the educational processes are inextricably linked. In the process of activity, the teacher-editor conveys his knowledge, skills and qualifications to the students through classes. In the process of learning, students acquire the ability to consistently master the knowledge provided by the teacher-editor and use them during learning.

The use of gaming technologies in the educational process is aimed at stimulating student activity. Today's global changes in science and technology, information and communication technologies, which are taking on a new form every day, require editors of the 21st century to have high intellectual and mental abilities, a solid mastery of theoretical and practical knowledge, strong will, editorial and psychological knowledge, a deep understanding of the secrets of their profession, legal and political literacy, a wide range of thinking, and be thoughtful.

In every society, it is an urgent issue that the professional training of teachers and educators should be at a high level in order for a participant in the educational process to become a highly intelligent person who can think independently, has a personal opinion and worldview. Professional experience is reflected as an integration of knowledge, skills and qualifications. However, the mastery of professional and creative skills requires not only the integration of practical skills and qualifications, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and the sufficient mastery of personal qualities of a creative nature. The use of

educational games to improve the professional training of students and arouse their interest in the profession helps to optimize their intellectual potential.

The globalization of the economy, the formation of an information society in the Republic of Uzbekistan and the global integration of its higher education system pose to our pedagogical disciplines the task of adapting the traditional Uzbek science and technology to the educational system, taking into account national characteristics and pedagogical concepts adopted in the world. In particular, the improvement of the knowledge paradigm of education from the perspective of a competency approach demonstrates the relevance of the goal.

The competence of a specialist includes the following aspects:

- intellectual - is the ability to acquire knowledge, expresses a person's readiness to master and use knowledge and experience, to behave rationally in problem situations, to be able to coordinate the goals, objectives, standards of the activity to be carried out and to effectively implement them;
- practical - high level of mastery of skills and abilities in re-engineering activities, labor techniques and technologies;
- awareness of values - reliance on the primacy of cultural and spiritual values. A person's intellectual abilities are manifested in the intellectual qualities inherent in a person, to which we can include creativity, initiative, intellectual originality of the mind, the competence of a person as an integral unit of knowledge acquisition and motivational factors. Professional creativity is the process of generating new ideas and implementing them in a specific activity. In creative work, the ability to self-manage, freely manage one's intellectual activity, plan purposefully, and independently solve knowledge acquisition tasks plays an important role.

Professional initiative is manifested as a person's desire to search for new information, to develop certain ideas, to master other areas of activity, to go beyond the known framework and engage in intellectual activity that is not encouraged from the outside. Intellectual initiative should be considered as a holistic feature. When considering the problems of modernization of education, the term "professional competence" is widely used to define the requirements for graduates of higher educational institutions. T.Yu. Bazarov considers the category of "professional competence" as the readiness and ability of a specialist to make effective decisions in the process of carrying out his professional activities.

Professional competence is generally a whole, integrated set of knowledge, skills and experience, as well as personal qualities, which allows a person to effectively design and implement his professional activities in interaction with the environment.

**Considering professional competencies, most researchers<sup>6</sup> highlight the following:**

- 1) simple (basic) competencies (formed on the basis of knowledge, skills and abilities that are manifested in certain types of activity and are easily consolidated);
- 2) basic competencies are extremely difficult to calculate and measure, are manifested in all types of activity, in all relationships of a person with the environment, reflect the spiritual world of a person and the content of his activities.

**Some studies have different definitions:**

standard competencies - without which the normal functioning of an individual or organization is impossible;

basic competencies - ensure their competitiveness in the socio-economic market, raising them to higher levels compared to similar representatives;

leading competencies - this is the "creation" of the future, manifested in innovation, creativity,

forward-lookingness, and compromise. As a result of observing the activities of the most effective teachers and modeling future needs, a number of types of competencies based on the three main components of pedagogical activity and personality - "to know, to do, to have" have been identified.

In the study of professional competence, the following groups of professional competencies are considered necessary for the formation of professional competence of future teachers:

- gnostic – the ability to acquire new knowledge related to production, to generalize and systematize one's own experience and the experience of production pioneers and innovators;
- design – the ability to create technical and technological systems, sewing objects, current and prospective planning of professional activities, design a system for managing and controlling technological processes;
- organizational – the ability to implement engineering ideas into practice, to lead a team;
- technological – the ability to organize technological processes, read drawings and technological maps, determine the capabilities and conditions necessary to perform the tasks set, the technical characteristics of equipment and devices;
- design – the ability to perform computational and graphic work on the manufacture of products, make sketches and drawings, establish a technological process in accordance with technical conditions, and determine a system of measures to eliminate malfunctions.

In conclusion, in the process of education and upbringing, not only the orientation of education to the learner is important, but also the psychological readiness of the teacher for pedagogical activity. Therefore, one of the high tasks facing us, teachers, is to organize lessons based on the requirements of the new era, based on external modern approaches. The only way out of this problematic situation is to introduce a new, that

is, a systematic complex approach in higher education. Students are required to acquire knowledge and skills not separately, but in an integrated manner. Along with this requirement, the system of choosing teaching methods is also changing. The choice and application of teaching methods in practice requires the improvement of competencies and functions that meet the requirements set in the educational process.

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