

IMPROVING VOCATIONAL PEDAGOGICAL MASTERY OF TEACHERS IN ADVANCED TRAINING

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ABSTRACT

Improving the professional pedagogical skills of teachers in raising qualifications.

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INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

A fruitful solution of modern problems of education requires a more general statement of the question, which should include clarifying the role and place of educational work in the activities of the modern education system. For this we will try to trace the dynamics of changes in the main aspects that characterize upbringing and, above all, such an aspect of the problem as the social need for training and upbringing in their interaction.

Problems of education have traditionally been the focus of attention of national pedagogy throughout the decades of the Soviet period. The reasons for this phenomenon are quite obvious. Upbringing was associated with the fulfillment of the state and public "order" in terms of personal formation. The question of the content and nature of the "social order" itself was proclaimed quite declaratively. Fundamentally unchanged remained only the recognition of the need for socially demanded educational conditions. Thus, the process of education was thought to be a necessary and rather important link in the holistic educational process.

The processes of radical transformations that have occurred in Russian society have led to tangible changes in the alignment of educational priorities. The upbringing of many subjects of the educational process has ceased to be perceived as one of the fundamental, primary aspects of pedagogical activity in the educational system. At the same time, the actual priority of the notion "training" is quite obvious. Thus, in the post-Soviet period, the concept of "education" was significantly disavowed among other educational priorities. We believe that the main reason for this phenomenon lies in the objectively formed tendency towards individualization in education, which was embodied in the individual-personal approach. Mechanistically, the emphasis in the direction of the activity of the individual was placed on either individual or socially significant goals.

And with the primacy of individualization as a priority of the education system, the main emphasis cannot but be transferred from the collective-group to the individual-personal problem-solving methodologies, since for an individually directed personality, its power is assumed to flow from its own efforts to achieve individually significant goals, whereas combining the efforts of people is recognized as necessary only insofar as it contributes to the solution of the individual problems of the individual. At the same time, the training of this individual, identified with education and education, is seen as one of the leading means of achieving individual goals. The question of how to feed such an "individual" is practically removed education is a kind of "supplement" to training and is expressed in purely external forms of etiquette.

At the same time, in essence, training and education appear in the educational process as two closely related, but somewhat opposing processes: if training is based on the motivation introduced by the teacher in the educational process, then education as an activity aimed at the ability to create "self-motivation" in cognitive activity. As a result, the loss of interest of the Russian pedagogy of the 1980s-1990s to the problems of upbringing is not entirely clear, because the individualization of the educational process, the transition from a culture of learning to an education culture, suggests simply cannot but assume interest in the problems of self-education and educational skills of the teacher as one of the aspects - and aspect of one of the most important - the pedagogical skills of the teacher.

It is one thing to organize a constant and sustained interest in educational, cognitive activity on the basis of inductive and deductive methods of immersion in the material, the other is to form the ability of the ward to self-sustaining motivations, his ability to self-actualization. After all, getting used to constant motivation from the outside leads, over time, to the inability of the subject to "uninteresting" activity for him at the present moment. And, therefore, to the creative activity as a whole: a subject who is not able to make for himself interesting any business ^ is doomed to the role of the performer of someone else's will.

Thus, as the thesis about the "extinction" of the problems of upbringing, as well as its practical tacit embodiment of the modern restructuring of education in our country into a "Western style" has no basis, if the target setting of the education system is creative individuality.

In this case, the student is faced with a dilemma: either self-activating himself and thereby achieving the necessary self-motivation in educational activities, or his involvement in educational activities, devoid of motivation, will actually degenerate into imitation activities, as is often the case with high school students.

Hence, the naivety of hopes for the pupil's "interest" becomes clear, regardless of the age and stage of cognitive development, as a factor in ensuring the effectiveness of the education system. As for excellent students among high school students, one can make a rather categorical conclusion about these people: have the ability to self-motivate.

And here the question arises of the dual nature of education as pedagogical technology. The actual existence in the domestic education system of such a necessary component of pedagogical skills, such as the ability to implement education as an activity, even if this is not always explicitly proclaimed, requires a special discussion about the actual existence of educational technologies that allow alienating educational results. The process of the formation of the above-stated need for the process of the formation of self-actualization of students requires the teacher, first of all, to monitor the students' reactions to any pedagogical impact on the change of motivation in educational activities. In other words, the teacher needs to create a stable functioning feedback with the students. It seems that the activation of feedback in the educational process is achieved mainly through teacher evaluation of students. And although this is already a different problem, although it is closely related to the issue of the formation of pedagogical skills that we are considering, it should nevertheless dwell on it.

The search for ways to objectively evaluate educational results in recent years has been stepped up thanks to the study of approaches to the creation of state education standards. The introduction of such standards is unthinkable without creating a practical procedure for fixing the results of educational activities that exclude (or, at least, drastically reduce) a biased-subjective start in tracking the educational needs of the whole country.

We emphasize that for a long time it was considered axiomatic that the ideal goal of any kind of assessments should be an objective assessment. In other words, the teacher should, if possible, clearly, strictly and, most importantly, impartially record the measure of success in a particular work, be it a solution to a problem or an essay. At the same time, it was meant that objective assessment is not always difficult and achievable, but it is necessary to strive for this ideal in any case. It was he who was ultimately thought of as the measure of pedagogical mastery and the teacher's professionalism in questions of assessment.

However, in many cases, the determination of the measure of the adequacy of an assessment is not only difficult, but impossible at all. Such, for example, are all tasks containing a creative component (essay, independent research work, etc.). You can, of course, refrain from evaluating creative works, as many teachers often do. However, almost all the work of students in the field of humanitarian education are just that.

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