

EXPERIENCES AND CHALLENGES OF FUTURE TEACHER TRAINING IN VALUE APPROACH ASSOS

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ABSTRACT

In this article, the attitude of our ancestors to the teacher's personality, historical experiences, issues of approach to the student as a value, ways of formation of the future teacher's competences on diagnosis and evaluation of the educational process, how much the teacher's diagnostic activity is necessary for practice, pedagogical and psychological aspects of this necessity, professional training of future teachers.

Keywords: person-oriented education, future teacher, diagnosis, evaluation, educational process, educational results, competence, thinkers, technology science.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the idea of implementing continuous education, this system has a priority place for humanization, orientation of the individual towards social development.

In the idea of implementing continuous education, this system has a priority place for humanization, orientation of the individual towards social development. President of The Republic of Uzbekistan 2017- year 20- in April "On measures for further development of the higher education system" PQ- 2909- number According:

"further improvement of the educational process, curriculum and programs of Higher Education on the basis of new pedagogical technologies and wide introduction of teaching methods, qualitative updating of the master's scientific and educational process and introduction of modern organizational forms;

Continuous improvement of the quality and level of professional skills of pedagogical personnel, improvement of skills and internships of pedagogical and scientific staff abroad, training of graduates of higher educational institutions in the field of PhD and master's programs, retraining and training of higher educational institutions and centers of professional development attract highly qualified foreign scientists, teachers and specialists to educational processes;

Special attention is paid to such issues as" increasing the moral and moral content of Higher Education, deeply absorbing the spirit of loyalty to the ideas of independence, the national traditions of high spirituality and humanity, carrying out large-scale educational and educational work on strengthening the immune and critical thinking in relation to foreign ideas and ideologies.

The application of such measures will allow to strengthen the professional skills of future teachers, to find the content of professional knowledge in them. Creates favorable pedagogical conditions for deep mastering of professional competences.

Because the reforms carried out in our country, in the first place, created the opportunity to bring significant changes to the sphere of education, innovations and innovative technologies of teaching. The penetration of such news into the educational process also requires enrichment of its content. It is required to create a comfortable pedagogical environment for future teachers to understand, understand the essence of the reforms in education and use it in their activities.

Today, the main task of pedagogical science is to modernize the principles of the object of the traditional paradigm of education and the laws that ensure their development. There is a need to improve the content of higher pedagogical education, taking into account the opportunities of future teachers to master professional knowledge, show creative activity and think. It is envisaged to pay special attention to the improvement of the content, methods, organizational forms of higher pedagogical education. And this implies the need to independently organize and manage the educational process through the humanization, liberalization and orientation of the “teacher and reader” relationship in the educational process, to prepare teachers who can accurately diagnose and evaluate the level of creative and intellectual development of each student.

It should be noted that the pedagogical influence of the teacher in the educational process is one of the leading factors, while the social demand for a new professional image, the personality of a creative teacher is more than ever. It is known that the main institution that trains teachers is pedagogical higher educational institutions. Today, new social requirements are being introduced by the state and society to the process of training future teachers. These requirements are primarily concerned with the issue of training teachers of secondary schools in general due to the specific characteristics of personality development in the system of continuous education.

One of the important tasks facing the education system today is to prepare future teachers for professional pedagogical activity and develop the skills to diagnose and evaluate the results of their independence, initiative and education. To solve this issue, graduates of the pedagogical higher educational institution, that is, the professional training of future teachers, should embody a number of circumstances.

It is known that our ancestors took a special approach to the personality of the teacher, his professional skills. The analysis of the relationship of our ancestors to the profession of a teacher serves to reveal the essence of the issue.

During the historical development of the Uzbek people, special attention is paid to the development of Education, Organization of development processes, the role of professional skills of teachers in this, its activity and creativity.

About the peculiarities of the teaching profession, the great thinkers Abu Rayhon Beruni, Abu Ali Ibn Sina, Umar Khayyam, Abu Nasr Forobiyy explained their theoretical and practical views.

They were taught that the intellectual development of the educators, the possession of morality and enlightenment, was always under the control of the teacher. Because, according to the interpretation of our ancestors, achieving perfection and happiness is the product of the work of teachers.

In particular, Abu Nasr Forabi in his work titled “Muallim soniy” (“Second teacher”) tried to describe him by referring to his education and training.

According to the scientist, if the theoretical basis of all disciplines is studied in education, moral and moral norms are integrated in education, skills related to the rules of professional activity are formed, and on this basis they are developed. This is a scientist who showed an important task, emphasizing that education is carried out by experienced educators with the help of different methods of Education. It is necessary to be fair to its readers, to be able to show persistence in achieving its intended purpose. The teacher Abu Nasr Forabi touched upon the activities of the teacher and explained the following: such a teacher will have a high level of humanity and will reach the peak of happiness.

Abu Nasr Forabi also noted that in the process of education, it is necessary to approach higher value to the personality of the educators, to take into account their level of development accurately.

Abu Rayhon Beruni also gave a special assessment to the activities of the teacher. In his opinion, the teacher should be kind, truthful, well versed in his science and the rules of teaching, an example in pure form, walking and standing.

Abu Rayhon Beruni pointed out that it is necessary to apply different ways, forms and methods of learning to education in order to attract the attention of the students to education, that they will not be bored during the training. In his opinion, the main goal of the teacher should be to prevent the student from exhausting. The teacher should always pay attention to the colorfulness of the assignments that will be given to the students. Also, Abu Rayhon Beruni said that the teacher should be able to improve his professional skills. Only then is the scientist who believes that it takes time to develop the thinking and cognition activities of students.

It can be seen that these views of Abu Rayhon Beruni serve to enrich the contextual foundations of the organization of teaching on the basis of active, akmeologic, valuable approaches, which are considered the basic principles of modern pedagogy.

Nasriddin Tusi, one of the scientists who lived in the XIII century, made a number of demands on teachers. They are: teachers will be able to organize discussions with students, be able to prove their opinions, believe in its correctness and believe in others, have a culture of communication, at the same time, the teacher will be honest, truthful, honest etc.

Bahouddin Naqshband Talib, who is the founder of the teaching of pattern making, first put forward the idea that it is necessary for the teacher to have faith in order for the Talib to be harmonious. According to bahouddin Naqshband, the teacher knows that with his knowledge, with his potential, the path to the shogirdlari, the future should be covered with a candle, and he himself should always be in search. Bahouddin Naqshband has also shown ways of educating and developing a harmonious personality.

Also, Bahouddin Naqshband talking about the fact that the teacher is a Murid, that is, a spiritual Padar, the teacher should be aware of the past, present and future state of the Taliban (pupil), so that he can nurture it, he will also advance the valuable pedagogical principle.

The opinions expressed indicate that in Oriental pedagogy, specific methods of teaching and attitude to the work of the teacher were formed several centuries ago.

Q.Nazarov noted that even in the development of western philosophical ideas, the formation of the skills of diagnosis and evaluation of the teacher is illuminated as part of the pedagogical skill. In particular, Socrates, Plato, Aristotle, Tsitserion, Quintilian and other thinkers expressed their valuable views on this matter. In ancient Rome, special attention was paid to the knowledge of vocabulary, the organization of communication, its implementation, the ability to attract listeners to itself, that is, the art of speech. Socrates noted that the creativity of the teacher, his or her art of speaking, is not only aimed at bringing this ready-made information to the reader, but also at developing students' aspiration for truth, independent thinking.

Tsitserion (105-43 years before), known in the world as a famous speaker, emphasizes that a true speaker encourages people to act actively, activating them, and that for the teacher this quality is in the leading place.

Quintilian (30-96 years before) emphasizes that the mind of a person develops under the influence of independent activity, therefore education should be directed at the development of the ability to think and choose independently in the pupil. Considering the conceptual foundations of the views of eastern and Western thinkers on the formation of the skills of the teacher in the diagnosis and evaluation, the most important factor affecting the formation of these skills in a person is independence, the creation of the necessary conditions for independent activity in the process of education in this regard is of particular importance.

As a modern interpretation of these ideas, today the issue of formation of skills of diagnosis and evaluation of educational results in teachers has moved to the center of pedagogical and psychological research as an urgent socio-pedagogical problem.

Although scientific research is being carried out in different directions of formation of vocational training of future teachers in our republic today, all of them are characterized by the single goal-democratization of educational and educational process, ensuring its orientation to the individual and development of the professional skills of the teacher.

The first direction in this direction is creativity, the philosophical and methodological direction of Education, which studied professional activity as a manifestation of the activity of a person, a characteristic feature of the culture of a person.

In this regard, the philosopher scientists of our republic E. Yusupov, Q. Nazarov, M. Kheyrollaev and others, abroad G. G.Batishev, I.Volkov described their scientific views. In the research of the second direction-the development of diagnostic and evaluation activities in teachers through the process aimed at training teachers, ensuring their professional training, as well as its methodological bases have been studied.

In this regard in our republic S.Rejebov, M.Ochilov, K.Khoshimov, S.Nishanova, O. Hasanboeva, O. Musurmonova, N.Azizkhodjaeva, F.R.Yuzlikaev, У.Нишоналиев, X.Haydarov, N.Seyidahmedov, N.Muslimov, G.Boymurodova, Sh.Shodmonova a large-scale scientific research was carried out by the researchers. Russian scientists The O.Y.Markova, V.A.Ken-Kelik, I. A.Kolesnikova, V.Slasten, E.A.Kryukova, V.V.Serikov, I.P.Scientific theoretical, methodological directions of the problem were studied by rachenko and others.

Psychological foundations and principles of professional development in research in the third direction, pedagogical and psychological issues of development of creative activity in future teachers from Uzbek psychologists.

The R.Z.Gaynutdinov, M.G.Davletshin, E.Gaziev, S.Jalilova, A.Jabbarov, M.Kaplanova, D.Arzikulov, R.Asamova, in the scientific work of. The psychological basis of this direction is Russian scientists A.Abulkhanova-Slavskaya, A.A.Leontev, V.Slasten, L.S.Vigotsky, V.Drujin, V. Kozlenko, A.G.Markova, L.I.Antsiferova, A.A.Bodalev, A.A.Verbisky, A.Maslau, R.S.Nemov, A.V.Petrovsky, K.R.Studied and others.

Scientific conclusions about the fact that a person is an important pillar of the development of society, as well as the intellectual capabilities of a person, further development in the influence of his independent and creative activity, served as the basis for the formation of a new paradigm of modern pedagogy with personality-oriented content. Therefore, in the new direction of modern pedagogical research, special attention was paid to the issue of orientation - education to the individual and to the creativity of the individual.

A distinctive feature of the research in this direction is that, on the basis of advanced achievements of Science and technology, the content of education, the issue of creating favorable and necessary pedagogical conditions for the development of professional activity of a person by introducing innovations in forms, methods and means of teaching has been studied extensively in theoretical and practical directions.

Also, the problems of advanced pedagogical technologies and their application to the educational process N.Tshurkova, Q.Tolipov, O.Raziqov, B. Adizov, by M.Ochilovs. Although the issue of the formation of the skills of diagnosis and evaluation of educational results in future teachers in the studies shown is not fully resolved, it is partially covered as one of the phenomena that form the basis of the professional training of the future teacher.

As a result of the generalization of existing scientific approaches, the socio-pedagogical requirements for the professional development of future teachers are defined as follows:

1. Enrich the personal-professional qualities of the future technology science teacher associated with the acquisition of professional competences.
2. To integrate the knowledge of future technology science teacher about professional development process into the content of curriculum.
3. To form knowledge, skills, qualifications and competences necessary for the organization of the pedagogical process in the school in future technology science teachers.
4. To raise the professional training of the future technology science teacher to a new level of quality.
5. The process of higher pedagogical education is aimed at improving the professional skills of future teachers of technology by bringing advanced foreign experience.

The initial part of the requirements for the person of the future technology science teacher represents a set of personal-professional qualities of professional importance of the specialist. In modern pedagogical and psychological studies, the following requirements are placed on the personal and professional qualities of the teacher::

- be healthy;
- broad outlook and deep fundamental knowledge;
- respect for the professional activities they choose;
- creative thinking, creative activity and creative ability;
- to have a valuable attitude towards students;
- ability to understand new instructional materials;
- to be able to love the students and understand their feelings, to have a positive feeling;
- to be humane, fair, patient;
- ability to organize and manage the educational process on a democratic principle;

- be able to control their behavior, behavior and emotions;
- being an observant, active, socially active person;
- they should be able to accurately diagnose and evaluate the results of training.

In the process of determining the content of higher pedagogical education, it is necessary to include subjects that serve to form similar qualities in students. Because if the teacher does not have such qualities, they will not be able to adequately master the skills of designing, organizing and evaluating the educational process in the school effectively.

Pedagogy is another of the important components of the process of providing graduates of higher educational institutions, that is, the professional training of the future teacher, to inform them of the existing knowledge and practical experience about the development of the pupil's personality. As a future teacher, students should be aware of the laws of development of the individual, psychology, in particular, the pedagogical and psychological foundations of the younger periods, have knowledge about the laws of development of the student's personality in different age periods, as well as understand and understand the importance of the knowledge gained in the development of personality qualities.

The third component of the requirements for the process of training future teachers is the organization of the pedagogical process and the knowledge, skills and qualifications necessary for the diagnosis of its results.

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