

DEVELOPMENT OF QUALITY RESPONSIBILITY AND INITIATIVE IN FUTURE TEACHERS IN THE CONDITIONS OF STUDYING AT THE UNIVERSITY

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ABSTRACT

The article describes the work on the development of the quality of responsibility and initiative in future teachers in the conditions of study at a university. Considering the qualities of responsibility and initiative of the future teacher, three groups of motives were identified: those related to the content of teaching; associated with the development of professionally significant qualities and associated with the attitude to teaching. The article describes only some issues in the problem of the development of responsibility and initiative of the future teacher, but the totality of the identified conditions does not exhaust the entire problem of the development of responsibility and initiative.

Keywords: Future teachers, responsibility, initiative, motive, activity, information, knowledge, cognitive component, creative component.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The pedagogical activity of a future teacher is a complex psychological work that requires future teachers to mobilize all the parameters of his personality and professional competence. At the same time, the modern socio-cultural and socio-economic situation gives rise to great pedagogical difficulties, stress factors and depression in the life of a future teacher, leading to dissatisfaction with work, loss of professionalism, mental and physical performance, deterioration of neuropsychological health. In this regard, the problem of the development of the quality of responsibility and initiative in future teachers in the conditions of study at a university arises.

To date, the psychological and pedagogical literature presents a number of approaches to the study of the development of professional and personal responsibility and initiative in future teachers (N.V. Bordovskaya, A.A. Rean, A.N. Leontiev, A.A. Verbitsky, V.A. Slastenin, V. D. Shadrikov and others).

As shown by the theoretical analysis of scientific literatures, responsibility and initiative of future teachers have an integrative personality education, combining motivational, cognitive and creative components. The interaction and unity of these components ensures productive pedagogical activity, its independence from the negative influence of external factors.

N.V. Bordovskaya and A.A. Rean in their research define motive as an internal motivation of a person to a particular type of activity (activity, communication, behavior) associated with the satisfaction of a certain need for learning [1]. AN Leontiev believes that the motive is an object (perceived or only imagined, mental), in which the need for the quality of responsibility is concretized and which forms its objective content [2].

As a motive for the development of the quality of responsibility and initiative in future teachers, pedagogical needs, interests, ideals, values, beliefs, and social attitudes can be used. Obvious influence on the success of professional activity is exerted by the power of motivation and its structure. The motive can be characterized not only quantitatively (strong-weak), but also qualitatively (subject-subject). In this regard, motives can be distinguished into internal and external. In this case, we are talking about the relationship of the motive to the content of pedagogical activity. If for the future teacher the activity is significant in itself (satisfaction from the cognitive need), then this is talking about internal motivation. If other pedagogical needs are significant for the future teacher (social prestige, position, salary, etc.), then we are talking about external motives.

Considering the quality of responsibility and initiative of the future teacher, we can distinguish three groups of motives for the development of the quality of responsibility and initiative in future teachers in the conditions of study at a university: related to the content of teaching at a university (scientific and cognitive motives); associated with the development of professionally significant qualities (motives for achieving a pedagogical goal) and associated with the attitude to pedagogical activity (as setting a certain emotional background that determines the stability, responsibility and initiatives of future teachers to the negative influence of external irritating psychological factors).

The cognitive component occupies an important place in the structure of the development of responsibility and initiative in future teachers, which determines the scientific and cognitive activity of his personality. This is a kind of "knowledgeable" professional and personal component of the responsibility and initiative of the future teacher. At the same time, it is not knowledge in itself that plays an important role in it, but their system of acquiring knowledge and integrity. AA Verbitsky in his research notes [3] that the process of obtaining and appropriating knowledge in the conditions of training at a university is a rather complicated process. It is pertinent to note that the concepts of "educational information" and "knowledge" are not identical. Educational information is what exists outside of a person in the form of words, letters, symbols, graphs, pictures, tables, diagrams, etc. Knowledge is a practice-tested result of cognition of scientific reality, its correct reflection by the future teacher, which has become a guide to pedagogical activity. Educational information can only acquire the status of scientific and cognitive knowledge when it becomes a substructure of the personality, including not only the reflection of objects of objective reality, but the actual attitude towards them, the personal meaning of the learned theory. It is extremely important that each new scientific concept, provision or law rebuilds the structure of the past pedagogical experience and its meaningful connections with situations of professional use in practice are visible.

For the development of responsibility and initiative in the future teacher, the creative component determines his ability to act independently and be creative in teaching practice.

A.V. Slastenin writes: "There is nothing more alive, endlessly changing, mobile than the work of a teacher, which objectively requires professional mobility and dynamism from him. Only the teacher's thought, freed from the template, uninhibitedly dictates to him creative solutions to problem situations. Every teacher has the right to individuality, to initiative, to his own pedagogical style ... The ability to think independently, to make non-standard decisions in difficult pedagogical situations is a characteristic feature of the professional image of a modern teacher "[4].

An important condition for the development of responsibility and initiative in a future teacher is the formation in him of all the qualities of motivational, cognitive and creative components in their unity. Professionally important qualities act as those internal conditions through which external influences and requirements of pedagogical activity are refracted, that is, under the influence of which an individual style of responsibility and initiative of professional pedagogical activity is developed. Professionally important qualities are understood as the individual qualities of the subject of activity that affect the effectiveness of pedagogical activity and the success of its development [5].

In conclusion, we can say that our analysis of scientific literatures shows that for the optimal fulfillment of professional and pedagogical activities, a future teacher needs motives associated with the development of professionally significant qualities, with the content of teaching, with an attitude to pedagogical activity; specialized knowledge, psychological and pedagogical knowledge, knowledge about the methods and organization of pedagogical activity; the ability to act independently, the ability to pedagogical creativity. In our work, we tried to describe only some of the issues in the problem of developing responsibility and initiative in a future teacher, but the totality of the conditions identified does not exhaust the entire problem of developing responsibility and initiative.

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