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THE SCIENTIFIC-THEORETICAL SIGNIFICANCE OF PREPARING FUTURE PEDAGOGUES FOR PROFESSIONAL ACTIVITY BASED ON THE TEACHER-APPRENTICE SYSTEM

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Abstract This article discusses the important role of the ancient value known as the teacher-apprentice tradition in the activities and lives of the younger generation and young professionals, as well as the particularly significant aspects of pedagogy and education within this tradition. (Sobirov, 2023)

Keywords: teacher, apprentice, education, tradition, spiritual heritage, pedagogical mastery, talent, customs, spirituality.

Introduction In the Republic of Uzbekistan, large-scale efforts are being made to further improve the education and upbringing system, to integrate national values and traditions into the content of teaching and upbringing, and to enrich them with advanced ideas. Thanks to independence, the invaluable spiritual heritage created by our ancestors over centuries, the revival of forgotten values, and the issue of national self-awareness are being implemented at the level of state programs.

National upbringing is closely linked to the name of the people and their history. The cultural-pedagogical heritage and traditions of the past serve as an important tool for the upbringing of youth. The “teacher-apprentice” traditions hold great importance in effectively organizing national upbringing in educational institutions. The “teacher-apprentice” traditions play a significant role in fostering professional skills in youth, enhancing their spiritual-intellectual potential, encouraging exploration and creativity—in short, forming a well-rounded individual—with their unique educational impact. Another characteristic feature is that using this approach instills confidence in one's abilities, accurate assessment of situations, and volitional qualities in learners, while also keeping the student's social activity under the supervision of teachers. The greatest duty of a teacher is to prepare intelligent, discerning, capable, and talented apprentices who can make a worthy contribution to the prosperity of the homeland. To prepare good apprentices, the teacher must first possess professional competence, spiritual maturity, broad worldview, and sound judgment.

Since ancient times, in the teacher-apprentice traditions, the teacher not only provides guidance and instructions to the apprentice but also prepares them for independent activity, creating opportunities for the transmission of work experience, knowledge, and skills from generation to generation. (Sobirov, 2023)

In modern pedagogy, there are dozens of classifications of upbringing, some reflecting practical tasks and others purely theoretical ones. Methods are divided according to their specific nature into persuasion, exercise, encouragement, and reprimand.

The categories of upbringing, content, and form reveal the essence of the upbringing process (what it is aimed at, what it fills, what it is directed toward, and in what form it is completed). However, in illuminating the essence of upbringing, another important category related to the question of how to educate also exists. This is the concept of upbringing method. (Karimova, 2024)

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Methods The upbringing method (from Greek "methodos" – path) is the way to achieve the goals of upbringing. When applied to school practice, methods are ways of influencing the consciousness, will, emotions, and behavior of those being educated. No single educator can create entirely new methods of upbringing. The problem of improving methods always exists; each educator solves it according to their capabilities, enriching general methodology based on expressing their personal views in accordance with the specific conditions of the upbringing process.

Such private improvement of upbringing methods is called upbringing techniques. Techniques are a part of the general method, a separate action, a further clarification. Figuratively speaking, techniques are unexplored paths that the educator opens together with those being educated to reach the set goal more quickly. If other educators begin to use it, then gradually these techniques can turn into broad main roads—methods. Knowing upbringing methods and techniques, and being able to apply them correctly, is one of the key characteristics determining the level of pedagogical mastery. This is where the connection between upbringing methods and techniques lies. In practice, the concept of upbringing tools is also distinguished.

Techniques refer to units of influence, while tools refer to the sum of techniques. A tool is neither a technique nor a method. For example, labor is an upbringing tool, but showing how to do it, evaluating labor, pointing out errors in work—these are techniques. Speech (in a broad sense) is an upbringing tool, but a remark or comparison is a technique.

In this regard, upbringing methods are sometimes defined as a system of techniques and tools used to successfully achieve the set goal. Accordingly, the structure of a method necessarily includes techniques and tools.

The purpose and content of upbringing methods: A method has no positive or negative; in the upbringing process, a particular path cannot be evaluated as highly effective or ineffective in general. The effectiveness of a method can be assessed from the perspective of the conditions in which it is applied.

Selecting upbringing methods appropriate to the goal depends on several factors:

1. The goals and objectives of upbringing. The goal not only justifies but also determines the methods. The methods must correspond to the goal.
2. The content of upbringing. It should not be forgotten that the same task can be filled with different ideas. Therefore, linking methods not to content in general but to specific ideas is extremely important.
3. Considering the age characteristics of those being educated. Similar tasks are solved in connection with the age of those being educated. Age is not merely a numerical indicator of years lived; it reflects accumulated social experience, the level of development of psychological and moral qualities. For example, the sense of responsibility can be formed in students at primary, secondary, and secondary specialized vocational education levels. However, different methods are used to form this quality at each stage.
4. The level of group formation. As self-governance in the group develops, pedagogical influence methods also change. It is known that the flexibility of management is a necessary condition for the successful cooperation of the educator with those being educated.
5. Individual characteristics of those being educated. General methods and programs alone cannot serve as the basis for educational interaction. They require individual and personal adjustment. A humanistic pedagogue strives to apply methods that enable each person to develop and preserve their uniqueness and realize their "self."

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6. Upbringing conditions. In addition to material, psychophysiological, and sanitary-hygienic conditions, these include relationships arising in the classroom: group climate, pedagogical leadership style, etc. There are no abstract conditions; they are always specific. Their combination appears in specific situations called pedagogical situations.

7. Upbringing tools. Upbringing methods consist of upbringing tools emerging as components of the upbringing process. Methods are closely linked to them and used together with other tools. For example, visual aids, works of fine art and music, mass media that help effectively apply methods.

8. Level of pedagogical competence. An educator usually selects only the methods they know and have mastered. Many methods are complex and require significant effort from the teacher. Educators who avoid such responsibility try to organize activities without them. As a result, effectiveness is lower compared to using methods based on diverse goals, objectives, and conditions.

9. Time of upbringing. When time is limited but the goal is large, “strong motivating” methods are used; in favorable conditions, “gentle” methods are applied. The division into “strong motivating” and “gentle” is conditional: the former involves reprimand and coercion, the latter advice and constant teaching.

10. Expected result. When selecting a method, the educator must be confident of success. For this, one must foresee what result the applied method will lead to.

In this case, the general characteristic feature of the method reflects directionality, specificity, and applicability. In this classification, the more generalized general methods of upbringing are firmly connected. It includes persuasion, organization of activity, encouragement of students' behavior. (Karimova, 2024)

The following pedagogical principles hold an important place in the teacher-apprentice traditions:

- consciousness and activity, i.e., fully consciously understanding the specifics and essence of the activity being mastered, actively striving for its future and development;
- thoroughness in mastering the secrets of science;
- considering the close connection of education and upbringing with life and reality;
- taking into account the connection of theoretical knowledge with practice when directing toward independence and creative search;
- ensuring logical consistency in the content of teaching and upbringing and the stages of apprenticeship;
- considering the age and individual characteristics of the apprentice. (Sobirov, 2023)

Results Working together with the teacher in a creative workshop creates effective opportunities for the development of students' creative thinking and activities. A creative workshop enables the pedagogue to apply unlimited modern pedagogical technologies that help realize natural abilities in students and apply them in various creative activities. These technologies include: personality-oriented; based on treating the student with comprehensive respect and love, believing in their creative abilities—individualized education technology; setting goals together with students, creating together, treating them as friends, aligning their interests and positive emotions—pedagogical cooperation technology; differentiated education at the level of creative potential development; problem-based education aimed at creating problematic situations and activating students to independently find solutions; private technology for designing the personality development of the student, their scientific research and creative activity abilities.

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The method based on the creative circle workshop requires the implementation of the following goals and objectives:

- improving the knowledge, skills, and competencies acquired by the student in the educational process and daily life;
- developing independent creative search skills;
- increasing interest in all types and genres of fine arts, developing the desire to master various materials and techniques;
- applying acquired knowledge in practice in daily life, fundamentally changing personality and views on the surrounding world;
- increasing spiritual literacy in perceiving the harmony of human life with nature, art, and daily life;
- fostering love and respect for national values and customs;
- in finding one's place in society, feeling how necessary one's creative labor products are to society, viewing ancestors' heritage with respect, and upbringing in a spirit of faith in the future. (Irbutaeva, 2021)

Thus, using the "teacher-apprentice" traditions in the continuous education system yields the intended results. According to pedagogical ideas, practical skills and competencies are formed directly through continuous self-improvement. The "teacher-apprentice" tradition is significant because it generates creative search in students, young people, and young pedagogues, approaches them considering individual characteristics in the pedagogical activity process, and creates favorable conditions for further developing talent in the apprentice. Such situations not only teach youth to approach their profession responsibly but also foster respect for elders, loyalty to their profession, reverence for national values, and other spiritual-moral qualities. In child upbringing, special attention should be paid to effectively using our people's national upbringing system in following Eastern, ancient ancestral customs, traditions, and moral-ethical rules, and teachers should spare no effort or intellect in this regard. (Sobirov, 2023)

Discussion There are unwritten laws in life that, if not followed, lead to unpleasant consequences. One of them is the teacher-apprentice relationship. Among the people, the ethics, value, and communication conditions of teacher and apprenticeship have lived, matured, and developed since ancient times in the form of such unwritten laws. There is no profession holder who has not matured under a teacher. The bonds of teacher and apprenticeship are very delicate; a slight misstep can break them, and even when reconnected, a knot remains. To prevent such a situation, first of all, the apprentice must place boundless love and trust in the teacher, understand every word and action, and follow them. It has become customary for the apprentice to fully master what they learned from the teacher and, before starting independent work, to please the teacher and receive their blessing. Apprentices who do not receive a blessing do not prosper, and nothing doubles for them. Receiving consent ensures peace of mind. Only a teacher satisfied with the apprentice gives sincere blessings from the heart. Our people did not create the wise saying "An apprentice who has not seen a teacher wanders in every station" for nothing.

Indeed, regardless of the field, an apprentice who has not seen a teacher may not know the rules, standards, or specific directions of that field. This can cause many problems in their professional activity.

In Eastern peoples, respect for knowledge transmitters and teachers has been instilled in children's minds. In Eastern ethics, the teacher is revered like a father, their honor preserved;

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the teacher, in turn, treats the apprentice like their own child, teaching not only the secrets of their craft or profession but also giving lessons in upbringing and morals.

"In particular, the delicate-minded writer and discerning scholar, one of the enlightened figures of the 15th century, Husayn Voiz Kashifi wrote: 'Those who place respect for teachers and educators in their proper place will attain happiness in this world and the hereafter.' According to him, four things are evidence of happiness: truthful speech, humility, honest labor in profession or craft, and keeping secrets. That is, the arduous labor of learning or teaching a profession holds a central place in the scholar's views."

Kashifi also touched on the conditions of being a teacher: "Know that no work is accomplished without a teacher, and whoever does a work without a teacher, the foundation of that work will not be firm." Whoever starts work without a teacher will not see fruit from their work and actions; hold the hem of the teacher and be happy, serve the teacher for a while, then become a teacher yourself… If asked who a perfect person is, say it is a person of pure faith, who sees their own faults, wise and discerning. There will be no trace of envy, grudge, or stinginess in them."

The famous philosopher and thinker, encyclopedic scholar Abu Nasr al-Farabi (873-930) placed the following requirement on the teacher-mentor: The teacher should neither be excessively harsh nor overly lenient toward their apprentices. Because excessive harshness breeds hatred toward the teacher in the apprentice; if the teacher is too soft, the apprentice may disregard them and cool toward the knowledge given.

The scholar and statesman Mirzo Ulugbek, who lived and created in the 15th century, made a great contribution to developing the teacher-apprentice tradition. (Sobirov, 2023)

In a creative workshop, the apprentice mainly chooses what to implement, while the teacher only corrects errors in their work and advises on which depiction tools can be used. Creative activity is created based on the joint actions of teacher and apprentice. If the apprentice wants to start work in a certain type or genre of fine art, with the teacher's help, they plan their activity: make sketches, select materials for work, prepare the workspace, then proceed to implement the planned idea. Each apprentice in the creative workshop presents their work to the judgment of viewers. (Irbutaeva, 2021)

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