

PREPARING FUTURE TEACHERS FOR PROFESSIONAL PEDAGOGICAL ACTIVITY

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Annotatsiya: Mazkur maqolada bo'lajak tarbiyachilarni kasbiy pedagogik faoliyatga tayyorlash uchun metodikalar namayon qilingan.

Abstract: This article presents methods for preparing future educators for professional pedagogical activities

Аннотация: В данной статье представлены методы подготовки будущих педагогов к профессиональной педагогической деятельности.

About the concept of "professional adjustment". A number of researchers associate this concept with the acquisition of knowledge, skills, norms and tasks of professional activity. (S.G. Vershlovsky, G.V. Kondrateva, A.K. Markova, A.G. Moroz, S.V. Ovdey, M.I. Skubiy, P.A. Sheptenko, O.A. Shiyan) In particular, S.G. Vershlovsky stated that during the process of professional adaptation, the phenomenon of integration of professional knowledge, skills and competencies into professional activity was observed.

According to O. A. Shiyan, professional adaptation is "the process of applying professional knowledge, skills and abilities to specific situations, acquiring skills and directing them to the profession."

A.G. Moroz, adding to the same opinion, considers the concept of professional adaptation to pedagogical activity as a complex dynamic process of fully mastering the profession and acquiring pedagogical skills, based on the complex of knowledge, skills and competencies previously acquired and constantly updated, and as a result, active changes occur in the team of both teachers and pedagogues for effective professional activity.

Since the essence of professional-pedagogical adaptation is to eliminate the main contradiction of this period, it is necessary to: 1) determine the content of this inconsistency; 2) to analyze the causes of this inconsistency and search for effective ways to eliminate it; 3) in the practical implementation of planned roads and analysis of their effectiveness. Thus, we identified three main stages of organizing the process of professional adaptation:

Analytical, searching, practical.

The stages we identified determined the tasks of experimental research:

- to determine the difficulties and shortcomings of future teachers in the implementation of their professional and pedagogical activities;
- to determine the causes of identified difficulties and shortcomings and to determine the conditions for their elimination based on the analysis;
- implementation of these conditions and analysis of their effectiveness.

Modules aimed at the formation of specific goals, tasks, problems of practical work, professional competences, students' acquisition of knowledge and skills, envisioning future practical activities, gaining a place in the labor market, and professional growth from the point of view, it helps to achieve success, etc., it helps to develop the qualities of independence and initiative in them.

The concept of "competence" includes: behavioral, cognitive, operational, technological, motivational, social and moral components, educational outcomes, etc. At the same time, there is no universally accepted clear definition of the concept of "competence" in the works and materials devoted to the implementation of the competency-based approach. In addition, the issues related to the interpretation of the "competencies" of educators are still being discussed in the field of pedagogy.

A.V. Khutorskoy proposes to divide competencies according to their content into basic, general science and science competencies. It distinguishes the main competencies in the main areas of the educator's activity, which allows him to master the accumulated social experience, acquire practical life skills in modern society. In our country, the future specialist reflects his inner experience will be ready to work when mastering focused methods of activity and not only reflexive ability, but also reflexive skills of self-control and evaluation of one's own actions, as well as professional tasks will have the ability to decide, form and justify the choice. Therefore, the process of training teachers should be aimed at analyzing and revising the changes that are taking place, establishing causal relationships and jointly solving problems related to professional, social and informational innovations. .

The main condition for the successful formation of the professional competence of educators is the effective management of their educational, scientific and professional activities. If the educator's influence "is aimed at involving in the development of the necessary integrated professional experience and has a purposeful nature, the professional activity becomes the creativity of the educators. An educator can acquire professional competence by solving problems independently, which requires him to be ready to apply the necessary knowledge and skills in practical activities.

N.S. Glukhanyuk, E.F. Zeer, V.D. Shadrikov, Ye.N. Scientists such as Shiyanov believe that the development of the activity of the future educator at the stage of professional training depends on the integrity of the pedagogical process and educational-cognitive, as well as scientific and practical (professional) activities that require special knowledge, skills and abilities for effective implementation, as well as , they emphasize that it happens in a professional manner.

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