

PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF PROFESSIONAL OUTLOOK IN FUTURE TEACHERS

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ANNOTATION

The learning process is an unforgettable aspect of the lives of both teachers and students. Whatever field you have today, all those who have achieved professionalism will foremost be trained as teachers. Therefore, the issue of training good and excellent personnel in the field of pedagogy is becoming one of the most pressing issues today. In this article, the author describes in detail the formation of pedagogical and psychological opportunities in the process of training teachers.

Keywords: educator, students, psychological process, professional adaptation, curriculum, higher education, etc.

INTRODUCTION

Socio-theoretical training of students of pedagogical higher education institutions is influenced by motivational and social factors, the content of which includes information, knowledge, the basics of science, which are acquired in the field of general education. Pedagogical and psychological training of students is based on the principles of the educational process, the content of education and the documents that cover its essence, forms, methods, and tools of teaching, as well as knowledge of the age and individual characteristics of the student and their psychological state. It is determined by the level of professional knowledge, skills, and abilities in the acquisition. In this case, the correct design and implementation of the educational process of the student, the organization, and management of the activities of teachers and students, the correct direction of students' learning activities, teaching, the degree of mastery of skills in the effective use of forms, methods, and tools of control and evaluation in the field of science, training, and subject are described as key components. One of the modern requirements for the process of professional adaptation of future teachers is the ability to actively master and implement these innovations.

Occupational psychology is the study of the professional development of an individual, in which the development of the individual is considered a professional formation. Taking into account the psychomotor, motivational and cognitive qualities of the person, attention is paid to his professional achievements, the connection between the person and his profession, the world of professional tasks and professions are analyzed. Occupational psychology is the study of the importance of professional activity for a person, the study of the professional formation of the individual, as well as the development of professional imagination, professional maturity and its impact on life. Important aspects of professional psychology are the analysis of professional activity, the study of professional goals, difficulties, and the definition of professional requirements. Innovative training is one of the criteria of professional training determined by the formation of an axiological, archeological, creative, reflexive approach to pedagogical activity, the creation of an environment of creative cooperation in education, the introduction

of innovative technologies in the teaching process, active motivation for innovative activities. Another essential aspect of the process of professional adaptation of future teachers is the identification of a set of necessary conditions for the acquisition and full implementation of professional knowledge, skills, and competencies in the above areas. Because a favorable and goal-oriented pedagogical environment facilitates the achievement of the desired result of the process. As you know, the process of professional development of future teachers is a complex and individual process. In this case, it is expedient to study the individuality of the student's personality, educational conditions, environment, and the system of interpersonal relationships. In addition, the effective process of adaptation contributes to the formation and professional development of future teachers, their purposefulness and axiological approach to professional activity. This affects the efficiency, effectiveness, and longevity of the professional. Prospective teachers need to know how to impart their knowledge to students, to teach them to think, and for this it is important to know the characteristics of the human psyche, the specifics of mental activity, the age characteristics of school students. The peculiarities of the child's emotional-volitional sphere, the preservation of interest in the subject - all these are questions from the psychological sciences. Prospective teachers gain theoretical knowledge in the process of studying the course "General Psychology" - it is knowledge about the person, his inner world, psychological processes, characteristics, states. This knowledge is supplemented by knowledge of the person, his inner world, and influences the formation of the image of "I" in the future teacher, as if it were spontaneous. The logical proposal of psychological and pedagogical disciplines is a methodological discipline aimed at ensuring the integration of interrelated scientific knowledge in the analysis and justification of effective methods of teaching at each stage, in each specific situation. The main feature of the technique is that O.A. Abdullina, consists of didactic processing of specific material selected for study in school, that is, the subjects in question equip future teachers with knowledge in the field of methodology of a particular subject, stimulate scientific and methodological creativity, awaken creative abilities. It should be noted that the product of educational activity in higher education institutions is the process of acquiring professional knowledge. However, there are times when a well-prepared professional may not be ready for the job at the right time. In this case, pedagogical activity cannot be successful or ineffective. It is obvious that the professional training of a specialist requires not only the necessary level of professional knowledge, but also psychological training, self-management and orientation to the desired activity, management of the educational process, professional, spiritual and physical capabilities in the necessary conditions. The formation of professional skills and competencies related to the ability to focus on the solution of the problem, the adaptation to the process. Because these skills and competencies are considered to be necessary phenomena in the process of professional adaptation of future teachers.

Professional skills and competencies are an automated way of translating an individual's acquired professional knowledge into practical actions that arise in the course of practical activities. One of the most pressing issues is the modernization of the educational process in higher education institutions in accordance with social requirements, democratic principles, as well as the qualification requirements of the production specialist. One of the leading sociopsychological factors in the professional orientation of future teachers is their personal

orientation and professional motivation, which accelerates the process of adaptation of students to the chosen field of activity. One of the most important tasks in the field of research is the development of professional qualities, which is a key factor in the effective implementation of professional activities, the successful acquisition of professional knowledge and skills. Professional qualities are one of the important factors in the success of pedagogical activity, they are purposefulness; perseverance; ability to focus; diligence; observation; development of pedagogical tact and pedagogical imagination; social activity; initiative; personal example; such as making a direct contribution to the further enrichment of universal and national values. The formation of professional qualities allows ensuring emotional unity with students, to create a communicative system of the lesson and a positive climate, as well as to successfully carry out pedagogical tasks.

Another important aspect of the professional development of future teachers is the person's current work experience. In fact, work experience is defined as the sum of professional skills and competencies that result from professional activities. However, the lack of work experience of future professionals, especially future teachers, testifies to the fact that they have not yet tested their existing professional knowledge in practice, and do not have a clear idea of the requirements of real professional activity. This prevents the content and methodological aspects of education, the definition of professional future plans, the creation of optimal practical conditions of the educational process based on individual capabilities. Therefore, the development and implementation of effective methodological aspects of the integration of theory and practice in the process of professional adaptation of future teachers leads to the formation of work experience in students, as well as an increase in the level of active approach. One of the prerequisites for professional adaptation is the full orientation of the level of professional knowledge, skills and abilities, professional (spiritual, personal and physical) opportunities and professional qualities of future teachers to the effectiveness of their work. In this process, the individuality of the individual is studied as one of the important criteria.

Also, some psychological and pedagogical literature identifies 4 groups of factors influencing the process of professional adaptation of future teachers. The first group of factors is socio-economic, which offers different areas for young people entering the life of society at different stages of development to use their existing strengths and opportunities. First of all, this type of professions, their changes, and prospects for development, are related to the need of society for this or that specialist. Sociopsychological factors make up the second group. In this process, the influence of micro, and macro environment on the socialization of the individual plays an important role. Under the influence of the social environment, a person's value orientation, specific social guidelines and stereotypes of attitudes to different groups of professions are formed. Socio-theoretical training of students of pedagogical higher education institutions is influenced by motivational and social factors, the content of which includes information, knowledge, and the basics of science, which are acquired in the field of general education. Pedagogical and psychological training of students is based on the principles of the educational process, the content of education and the documents that cover its essence, forms, methods and tools of teaching, as well as knowledge of the age and individual characteristics of the student and their psychological state. That is determined by the level of professional knowledge, skills and abilities in the acquisition.

One of the modern requirements for the process of professional adaptation of future teachers is the ability to actively master and implement these innovations. Innovative training is one of the criteria of professional training determined by the formation of an axiological, acmeological, creative, reflexive approach to pedagogical activity, the creation of an environment of creative cooperation in education, the introduction of innovative technologies in the teaching process, active motivation for innovative activities. Another important aspect of the process of professional adaptation of future teachers is the identification of a set of necessary conditions for the acquisition and full implementation of professional knowledge, skills and competencies in the above areas. Because a favorable and goal-oriented pedagogical environment facilitates the achievement of the desired result of the process. The formation of professional training in a person is initially determined by the composition of the professional vision, concepts, and then explained by the acquisition of knowledge, skills, and abilities in the specialty, the determination of professional qualities, and the degree of professional adaptation. Vocational adaptation is the level of professional competence of the future specialist in the conditions of objective and subjective education, mastering the requirements of future professional activity, adaptation to the process of the activity. The initial potential preparation of future teachers for professional activity is the basis of their current practical training. Therefore, in the process of formation of vocational training in educational institutions, it is necessary to form in students the professional knowledge, skills, and abilities that are sufficient for the implementation of professional activities. Vocational knowledge is a combination of information and acquired theoretical knowledge necessary for the work performed in a specific work activity. An important criterion for determining the effectiveness of the process of professional adaptation is that the professional knowledge to be acquired by future teachers is determined based on the content of the qualification requirements for the quality of the individual.

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