



FACTORS THAT DEVELOP THE PEDAGOGICAL ACTIVITY OF FUTURE TEACHERS

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Abstract: In this article, the education system today is one of the main areas that determine the development of society. The issue of professional formation of future teachers and development of their pedagogical activity is urgent. This article analyzes the factors, methods and conditions that ensure the professional development of future teachers.

Key words: professional competence, psychology, pedagogy, didactics, communication and communication competence, innovative technology

It became known that the skills of practical adaptation to the professional activity of future teachers are formed directly on the basis of special methodological training. It involves the proper design and implementation of the educational process of the learner, the organization and management of the activities of the teacher and the learner, the correct orientation of the cognitive activity of the students, teaching, the degree of possession of the skills of effective use of forms, methods and tools of control and evaluation within the scope of science, training and topic is described as the main components.

1. Formation of professional competencies of future teachers. The effectiveness of pedagogical activity depends on the professional competence of the teacher. The following main directions are important for their development:

Pedagogical knowledge: acquisition of theoretical knowledge in psychology, pedagogy, didactics.

Methodical skills: teaching methods of various subjects and mastering new pedagogical technologies.

Communication and communication competence: formation of the ability to communicate effectively with students.

Creative approach: the teacher's creative approach to the lesson, finding innovative solutions to various situations.

It is important to apply the knowledge learned in the process of theoretical education in practice. Through pedagogical practice, future teachers get into the real teaching process, gain experience and form their own methodological approaches. Working under the supervision of teachers and receiving advice is an important factor in improving the teacher's qualifications. In the process of mentoring, young teachers use the experience of their mentors to improve their work. Continuous self-development and striving to learn new knowledge increases professional motivation in future teachers. Participation in seminars, conferences and courses is important for professional development.

Modern education requires the use of digital technologies and interactive methods. Improving the digital literacy of teachers, forming the skills of working on online platforms will increase the effectiveness of their work.

A synergistic approach is very important in the development of future teachers. According to him, a teacher should not only know his subject well, but also ensure integration with other subjects. For example, a math teacher strengthens students' knowledge through tasks related to computer science or physics. This approach develops logical thinking and systematic approach in students.

- During the pedagogical activity, teachers face various difficulties. Their psychological preparation and emotional stability are important for effective impact on students. Training on stress management and emotional control supports the teacher's work.

- Development of pedagogical activity of future teachers is a multifaceted process, in which the harmony of education and practice, mentoring system, professional motivation and innovative approaches are of great importance. At the same time, teachers' commitment to continuous self-development and the use of a synergistic approach determine their success. By ensuring these factors, the quality of education and the formation of a new generation of teachers will be achieved. In the development of strategic plans for the development of the market of labor and educational services in the Republic of Uzbekistan, special attention should be paid to the issues of the level of professional training of specialists and the formation of the ability to adapt to the requirements of activity. Attention is being paid. This, in turn, creates the need to solve the following tasks related to increasing the effectiveness of the process of preparing future teachers for pedagogical activities:

- determining the content of training future teachers for pedagogical activities based on the modern demands and offers of the labor market for the training of pedagogical specialists;
- to determine the pedagogical and psychological factors and conditions that form the innovative potential of quality acquisition of professional knowledge, skills and qualifications;
- determination of pedagogical conditions of preparation for professional pedagogical activities based on a creative-collaborative environment based on a systematic approach and implementation;
- development and implementation of new publications, electronic textbooks, educational-methodical complexes serving the socio-pedagogical aspects, theoretical issues of preparing future teachers for pedagogical activity and independent education of students.

It is known that the preparation of future teachers for pedagogical activity is a goal-oriented, systematic process. In modern pedagogical-psychological studies, the stages of the process of preparing future specialists for pedagogical activity are described in different ways.

In particular, research scientist N. Egamberdieva explains the stages of adaptation as follows:

- 1) balancing - the emergence of a balance between the individual and the environment in the form of respect for the mutual value system and norms of behavior;
- 2) false adaptation - a unit of external adaptation to conditions and a negative attitude towards its norms;
- 3) getting used to - recognizing and accepting the values of the new environment;
- 4) analogy - mental reorientation of an individual, transformation of previous views, orientation, and assumptions.

B. Joraev studies the stages of adaptation of future teachers to the new socio-cultural environment, divided into initial period, adaptation period, accommodation period, and assimilation period [1. . 108]. It covers the periods from the value system of the individual to the mutual harmony of the value system of the individual, group and environment.

In the course of the research, based on the modern requirements for the preparation of future teachers for pedagogical activity, the study of pedagogical and psychological aspects of the formation of professional flexibility, as well as the diagnostic conclusions of the possibilities of higher education institutions in this process, future teachers are trained for pedagogical activity. It was determined that the preparation process takes place in the following stages:

Stage I. Motivational orientation to professional activity; the formation of professional ideas; assimilation of professional knowledge; understanding of the requirements of professional activity (with the help of socio-theoretical and pedagogical-psychological knowledge provided in the content of specialized subjects).

II stage. Mastering the requirements of professional activity; knowledge of professional competencies, acquisition, communication, professional creativity; finding an innovative approach to activity (general and special subjects, pedagogical practice, clubs, creative castings, work outside the auditorium, through independent education).

III stage. Professional self-awareness, adaptation; development of professional skills and qualifications; formation of pedagogical skills and professional qualities

(general and special subjects, educational practice, independent education).

Based on this point of view, during the research, special attention was paid to the task of developing the factors and necessary conditions affecting the process of preparing future teachers for pedagogical activity and its theoretical justification.

An important condition for ensuring the effectiveness of the mentioned tasks is manifested in the justification of objective and subjective (external and internal) factors affecting the process of preparing future teachers for pedagogical activities.

Also, in some psychological and pedagogical literature, 4 groups of factors influencing the process of professional adaptation of future teachers are distinguished. The first group of factors is socio-economic, which offers young people who are entering the life of society at different stages of development different areas to use their existing strength and capabilities. First of all, it depends on the type of professions, their changes and development prospects, and the society's need for this or that specialist. Social and psychological factors make up the second group. In this process, the influence of the micro, meso and macro environment on the socialization of a person is important. Under the influence of the social environment, a person's value orientation, specific social instructions and stereotypes of attitude to different groups of professions are formed.

The third group consists of original psychological factors, which are personal interests and inclinations, general and specific abilities, the level of mental and personal development, memory characteristics, the uniqueness of the motor skills of attention, and so on.

Based on these factors and the modern requirements of the labor market for the training of pedagogic specialists, it is known that the content of the preparation of future teachers for pedagogical activity is directly determined by their physiological, psychological, social and organizational preparation.

The socio-theoretical preparation of students of higher educational institutions of pedagogy is influenced by motivational and social factors, and the information, knowledge, and scientific foundations acquired within the framework of general education are of great importance in its content.

Pedagogical and psychological preparation of students is based on knowledge of the principles of the educational process, educational content and documents explaining its essence, teaching forms, methods and tools, as well as knowledge of the age and individual characteristics of the learner and their psychological state. is determined by the level of acquisition of professional knowledge, qualifications and skills.

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