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PROFESSIONAL FORMATION OF FUTURE TEACHERS AND WAYS TO ACHIEVE PEDAGOGICAL SKILLS

Begmatova Gulrux Kenjayevna
4th year student of the "Pedagogy and Psychology" program at the International Innovation University, Karshi city, Uzbekistan
Email: begmatovagulrux89@gamil.com

ABSTRACT

This article describes the content of pedagogical activity, the professional formation of a teacher and the achievement of professional skills, professional competence, moral qualities, pedagogical and psychological preparation for skillful management of the educational process.

Also, the teacher's preparation for the lesson and the methodology for conducting it, the achievement of professional skills, pedagogical - psychological, theoretical and methodological preparation for classes, and the effective use of innovative technologies are discussed.

Keywords: pedagogical activity, teacher personality, pedagogical skills, competence, professional competence, innovative activity, creativity, efficiency, innovative activity, problem situation, pedagogical tact.

АННОТАЦИЯ

В данной статье рассматривается содержание педагогической деятельности, профессиональное формирование учителя и приобретение профессиональных навыков, профессиональной компетентности, нравственных качеств, педагогико-психологической подготовки к грамотному управлению образовательным процессом.

Также обсуждаются вопросы подготовки учителя к уроку и методики его проведения, приобретения профессиональных навыков, педагогико-психологической, теоретико-методической подготовки к занятиям, а также эффективного использования инновационных технологий.

Ключевые слова: педагогическая деятельность, личность учителя, педагогические навыки, компетентность, профессиональная компетентность, инновационная деятельность, креативность, эффективность, инновационная деятельность, проблемная ситуация, педагогический такт;

In our independent country, the comprehensive development of social and economic spheres, raising education to a new, higher level in terms of quality and content, and creating decent living conditions for our people require modernity and high pedagogical experience in the work of teachers, who form a holistic continuous education system in order to educate a young generation with deep knowledge and thorough professional training in educational institutions. The main goal of modern education is to prepare a person who is comprehensively developed for society and the state, socially adaptable to society and labor activity, and able to work on himself. In the discipline of pedagogy, the concept of psychological and pedagogical competence is concluded as the ability of a teacher to achieve the highest level of results in the educational process, high professional potential, as well as sociability and positive qualities. More precisely, the English concept of "competence" literally means "ability". In content, it serves to highlight "the effective use of theoretical knowledge in activity, the ability to demonstrate a high level of professional competence, skills and talent". The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional

and unexpected situations, enters into dialogue, takes a new approach in relations with opponents, performs ambiguous tasks, uses conflicting information, and has a plan of action in consistently developing and complex processes" [1].

Competence is a personal quality, which is an ability, knowledge, skills and qualifications that are expressed in various situations in pedagogical activity and social life. To become a good teacher, it is not enough to master pedagogical theory alone. Because pedagogical theory sets out general laws and rules, generalized methodological ideas about teaching and raising children. It emphasizes taking into account the individual characteristics of young students. The life of school, secondary vocational education and higher education institutions, as well as the practical pedagogical process, is very diverse. In these educational institutions, situations arise that do not correspond to pedagogical theory. This requires the teacher to have extensive knowledge, thorough practical training, high pedagogical skills, creativity and ability to engage in pedagogical activity. Such special training of a teacher directly depends on the adequacy of his professional competence.

Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their high-level application in practice. Professional competence does not imply the acquisition of separate knowledge and skills by a specialist, but the mastery of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in one's activities.

Professional competence is clearly manifested in the following cases:

- in complex processes;
- when performing ambiguous tasks;
- when using contradictory information;
- when having a plan of action in an unexpected situation.

A specialist-pedagogue with professional competence consistently enriches his knowledge during his career, absorbs new information, deeply understands the requirements of the era, searches for new knowledge, and also processes and effectively applies it in his practical activities [2].

Young people preparing for pedagogical activity should know such features. Therefore, in order to master the teaching profession, a person must have abilities, certain psychological qualifications and certain training.

In managing the pedagogical process, in interacting with students, in correctly analyzing pedagogical situations, in making the lesson interesting and invigorating the cognitive activity of students, the teacher's pedagogical and psychological knowledge and high pedagogical experience are of great importance. The ability to achieve such success forms his pedagogical skills. To acquire pedagogical skills, a teacher must constantly work on himself, be able to analyze his work, see himself through the eyes of his students, and constantly seek to correct his shortcomings.

The unique role of each teacher is associated with being a teacher of pedagogical skills, high knowledge in their field, pedagogical techniques and moral virtues. Only a teacher who has such personal qualities can be a teacher of high pedagogical skills [3].

A teacher must clearly imagine the goal of his activity and the ways to achieve it, and be able to convey to them that achieving this goal is also important for students. In order for his activity to be effective, a teacher must be well versed in pedagogical technology, able to create new ways of doing it, and have pedagogical skills that work creatively. In order for a teacher to achieve

pedagogical skills, he must be able to: generalize pedagogical tactics and phenomena, the ability to manage his own and students' activities, have high knowledge, qualifications and skills.

A teacher forms the personality of a student, makes independent decisions in unexpected situations, solves pedagogical problems, and independently manages the educational process. Also, the teacher must have pedagogical and psychological training in the pedagogical process, have excellent knowledge of psychological influence methods, and take into account the individual and age-related characteristics of each student [4].

In order to achieve the educational goal in the work carried out with students in the classroom, the teacher must be able to cooperate with them, to involve children in cooperation, and this process is carried out in various areas of their activity - in knowledge, practice, spiritual activity, sports, games. Let us briefly dwell on how the teacher can involve students in cooperation with him:

1. In order for cooperation to occur, the work that must be organized in the team must be relevant for the students, consistent with the age characteristics and interests of the students.

2. When involving students in a task, the teacher must set them psychologically and pedagogically correct tasks, and provide good guidance.

3. When students begin to implement the task, the teacher acts as both a participant and a consultant at the same time.

A creative and experienced-inquiring teacher should not only be able to successfully teach and educate children, study the work experience of advanced teachers, but also have research skills and qualifications. The effective use of advanced pedagogical technologies by a teacher in his practical activities further enriches his professional skills and teaching methodology. In this regard, the teacher's constant work on himself, research, improvement of professional skills, and improvement of qualifications are one of the necessary conditions for ensuring the effectiveness of his pedagogical activity. In order for pedagogical activity to be effective, it is also appropriate to analyze and study what the teacher achieved in the lesson, what he failed to achieve, what is the reason for failure and what are the ways to eliminate it, and what should be paid more attention to in order to further improve pedagogical skills. Therefore, the level of competence of teachers is important in the upbringing of a comprehensively developed person. Therefore, the achievement of professional skills of each teacher is achieved through his/her specific personal qualities. Pedagogical skills reflect the development of pedagogical activity to a high degree, the mastery of pedagogical techniques, as well as the personality of the teacher, his/her experience, civic and professional status. Therefore, in order to achieve skills, each teacher must study, constantly search, be creative and constantly improve his/her pedagogical experience.

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