Didactic Issues of Formation of Professional Activity of Students

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Abstract: This article is devoted to the expansion of the volume of pedagogical and psychological knowledge and the problems of the formation of professional skills of future specialists in the process of higher pedagogical education.

Keywords: professional qualities, pedagogical strategy, pedagogical existence, educational process, rational method, pedagogical influence, style of activity, creative approach.

Introduction. The fundamental changes taking place in society, the strong influence of various information flows on the spiritual and social life of the Republic, the need to eliminate the attack of destructive ideas make serious demands on the pedagogue who is responsible for the education of the young generation. Accordingly, pedagogues should have not only professional qualifications, but also high spiritual and moral qualities, a rich outlook, intellectual potential, and independent thinking. These qualities directly express the professional maturity of the pedagogue. The professional qualities of pedagogues-educators are more evident during training.

In our republic, large-scale work was carried out on the establishment of an effective system of preschool education aimed at bringing the growing generation to a healthy and comprehensively mature adult, introducing effective forms and methods of education and training into the educational process.

The rise of a pedagogue-educator to the level of a true coach, mentor is a very long and difficult process. To achieve this, it is required to have a large stock of pedagogical-psychological, methodical knowledge. In order to acquire pedagogical skills, it is necessary to master the laws of the technology of the whole educational process. This allows the pedagogue-educator to think and act, analyze pedagogical phenomena, see pedagogical problems, give them the correct assessment and find reasonable ways to solve them.

Professional knowledge and skills, personal qualities and pedagogical skill as a whole set allow effective organization and management of preschool education process. Development of children and formation of certain life skills with the help of technologies of organization of collective and individual activities of children, as well as mastering pedagogical techniques necessary for this is a component of pedagogical skills. Pedagogists-educators should choose the right way and tone of communication in order to have an effective pedagogical effect on the students.

Teacher-educator speech is one of the important tools of pedagogical technique. Highly developed oratory skills are reflected in the speech technique of the pedagogue-educator. The accuracy of the pronunciation of a skilled pedagogue-educator consists in his ability to find the necessary tone of voice during training, to breathe correctly, and to use gestures in their place.

A pedagogue-educator should be able to explain complex problems in an understandable way, to interest children in activities, to regularly observe and analyze their daily activities, to apply knowledge of psychology and pedagogy, taking into account their own activity style. At the same time, the pedagogue-educator should be able to feel the changes in the mood of the students. If the pedagogue-educator does not control the relations between the students in time, the sense of community in the group will be lost.
Understanding the difference between professionalism, skill and innovation in pedagogy and psychology is of particular importance, and it is required to expand the scope of work in this direction in order to develop the professional skills of future specialists in the process of higher pedagogical education. At each stage of acquiring pedagogical skills, attention should be paid to expanding the scope of pedagogical and psychological knowledge. A developed pedagogical consciousness allows the future pedagogue-educator to form his own work style. A highly qualified pedagogue-educator radically changes the pedagogical existence and achieves a high level of professional skill. It aims to form a creative approach to training in children. This allows to fully realize the creative abilities of each pedagogue-educator. A highly qualified pedagogue-educator always has the opportunity to use a developed feedback system and pedagogical strategies that can organize the development of a group of students.

Based on the above, it can be said that the work of a pedagogue-educator is a high expression of professional activity in the field of mastering pedagogical ideas oriented to the individual. In order to achieve the goal required by the state and society in the process of pre-school education, professional and spiritual formation of pedagogues is required, in which it is necessary to achieve the development of self and pedagogical skills and qualifications.

The role of pedagogic subjects in the training of future pedagogues-educators in higher educational institutions is incomparable. Professional maturity guides the pedagogue to understand and value the development of the intellectual, spiritual, moral, society and country. Often, professional skills and competencies can be successfully formed in the classroom during the teaching of various theoretical subjects. We have tried to present below the classification of skills and qualifications that are formed in various disciplines in higher educational institutions:

In the professional development of students, advice given by professors, seminars and pedagogical practice are of particular importance. Professional development levels of students should be regularly diagnosed by professors and teachers, and additional seminars and trainings should be organized to eliminate identified deficiencies.

In the process of pedagogical practice, professors-teachers give necessary advice to future pedagogues-educators, encourage them, remind them of situations that have been overlooked, regularly monitor and evaluate their practical activities, it is important to increase the effectiveness of professional training.

In addition, a number of qualities should be formed in future pedagogues-educators. They are:

- professional knowledge;
- mastering pedagogical approaches;
- operational-technological readiness for professional activity;
- such as a creative approach to professional activity.

There are several types of interaction and communication between pedagogues-educators and students in the organization of the preschool educational process, which are weak-positive, stable positive and unstable.

Pedagogical technologies designed to create educational factors also include the ways of pedagogues-educators to influence educators on the basis of communication. Certain methods or types of communication have particular effectiveness in training future pedagogues-educators. They are persuasion, based on proven results, direct and indirect influence, self-education and interaction methods.

In the process of preschool education, an active approach to the person being educated represents the concept of a technological system, which ensures the individual's desire for freedom, integrity, independent learning, self-expression and activity. The educational process and its...
components - goal, content, method, method, tools are pedagogical events of important, developmental significance for the student.

Most of the tasks that the government of our republic sets before preschool education depend on the professional skills and management potential of pedagogues-educators. Today, it is the pedagogue-educator's responsibility to achieve the goals set for the preschool education system, to organize the various activities of the students, to make them educated, polite, faithful, hardworking, well-rounded people.

In recent years, a lot of work aimed at improving the training of pedagogues-educators has been carried out in higher educational institutions of pedagogy. For example, the attention to the development of professional training of future pedagogues-educators, in-depth teaching of specialized subjects, creation of necessary conditions for them to acquire pedagogical skills, development of skills of applying theoretical knowledge to practice has increased. Also, the scope of teaching subjects related to pedagogy, psychology, and methodology to future pedagogues-educators has expanded.

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