
Pedagogical Basis of Professional Training of Future Teachers**Usarov Bobur Usarovich**Jizzakh region professional
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ABSTRACT

This article discusses the pedagogical basis of professional training of future teachers and the content of their competency-based approach to their professional activities and provides methodological recommendations.

Keywords: scientific potential, communicative ability, education, professional activity, professional knowledge, skills, abilities, professional training, interests of society and the individual, strategic tasks, specialization, professional qualities.

The main direction of the strategic tasks in the field of education in our country today is the training of specialists who can think independently and clearly define the development prospects necessary for the interests of society and the individual. This creates the need for training, modernization of pedagogical staff and the development of its innovative pedagogical framework. In the process of modernization of higher education institutions and their educational process, improving the quality and monitoring of the system of teacher training, teaching future teachers modern professional knowledge, skills and abilities, the formation of professional training of teachers considered important tasks. One of the most important tasks of higher education institutions today is to form the professional training of future professionals.

The professional training of future teachers is explained by a specific form of social competence

of the person, which is formed on the basis of their acquisition of the necessary professional knowledge, skills and abilities. Vocational training does not happen by itself. It includes specific steps that are planned based on specific goals. The formation of professional training of future teachers is initially determined by the composition of professional vision, concepts, and then explained by the acquisition of knowledge, skills and abilities of the profession, the determination of professional qualities and professional adaptation of teachers. Vocational training is the level of physiological, psychological and physical training of teachers to carry out professional activities on the basis of special theoretical knowledge, practical skills and abilities, as well as the acquisition of spiritual and moral qualities. Formation of professional training of future pedagogical staff - the formation of special theoretical knowledge, practical skills and abilities, as well as spiritual and moral qualities in the individual on the basis of the requirements of the state educational standard, physiology of the future specialist, the process of psychological and physical preparation. Career choice is a complex and motivating process, and the right choice of profession leads to a person's satisfaction with life, a clear definition of the social status of teachers. Researcher ES Chugunova develops a classification of motives for choosing a profession in the workplace and teachers, and defines the motives for choosing a profession, reflecting the reasons for any professional activity:

- ✚ dominant (predominance of interest in the profession);
- ✚ conformist in relation to the situation;
- ✚ other types of professional motivations (of the social world closest to him that is, to follow the advice of relatives, friends, and acquaintances).

The initial potential training of future teachers is the basis of their current practical training. Therefore, in the process of formation of professional 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. For future teachers, professional knowledge is a combination of information and theoretical knowledge that is necessary for the work to be 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 on the basis of the content of the qualification requirements for the quality of the individual. Self-development and self-development are important in gaining professional and pedagogical competence.

Therefore, it is recommended to pay attention to the fact that in the description of future teachers specializing in professional training, the content of professional knowledge is determined in connection with the following aspects, based on the qualification requirements for their professional training:

- ❖ **Theoretical** - pedagogical staff to take into account the purpose, principles of the educational process, as well as knowledge of the laws, doctrines, forms, methods and tools of organization of the educational process;

- ❖ **Methodical** - knowledge related to the design, planning and correct choice of forms, methods and didactic means of teaching, teaching staff, the formation of students' learning motivation; knowledge related to the solution of pedagogical tasks, situations in the technological-specific educational environment, the effective implementation of the planned educational process;
- ❖ **Prognostic** - knowledge related to the ability to predict the development of the learner's personality, to predict the means of influencing the development of a highly spiritual, intellectually gifted, independent-minded and creative person;
- ❖ **Creative-innovative** - taking into account the practical knowledge of teachers related to the effective organization of pedagogical activities, the creation of new forms, methods and tools of teaching and education.

In conclusion, it should be noted that in any society, the upbringing of a harmoniously developed generation and its orientation to a certain profession is carried out at the expense of hard work. This arduous cocktail is the product of continuous learning and educational activity. One of the important tasks of the research is the development of professional qualities, which is a key factor in the effective implementation of professional activities of future teachers, the successful acquisition of professional knowledge and skills. Therefore, it would be expedient to pay special attention to the theoretical substantiation of these aspects of the issue and the development of professional opportunities of future specialists in the professional adaptation of future teachers

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