

A Model for Developing Professional Outlook in Future Teachers

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ABSTRACT

Teachers are the educators of our future generation. The issue of training good staff, especially in this area, is one of the priorities today. In this article, the author describes in detail the model of training future teachers, the formation of their pedagogical qualities and the development of their professional outlook in the field.

KEYWORDS: *teacher, educator, curriculum, students, training program, professional outlook, psychology, etc.*

Worldwide is a system of general views on the world and man's place in it, on the reality around him and on himself, as well as on the beliefs, ideals, knowledge, and principles of action of those people based on these views. Worldview depends on a person's age, life experience, knowledge, ideology. Philosophical, scientific, religious, political, moral, legal, aesthetic knowledge and views formed in the society are reflected in the worldview. An individual's worldview is closely linked to social relations. A worldview is formed on the basis of a person's proper understanding and evaluation of himself and the world. In this sense, the worldview is a subjective perception of reality in the human mind. There is an individual worldview that is connected to the consciousness of the individual, a social worldview that is connected to the social consciousness of a particular social group, class, class, nation, and society. They complement each other, influence each other, develop each other.

As for the professional outlook in the field of pedagogy, it is necessary to first study and analyze the characteristics of this field. Vocational pedagogy studies the laws of education, upbringing, training and development of students of vocational schools, develops criteria for the use of education and training, pedagogical and information technologies, substantiates the types of vocational education institutions and their management system. It summarizes the knowledge of pedagogical theories, methods of designing innovative technologies. The science of professional pedagogy involves the preparation of people for professional activities, the professional upbringing of the new generation, the adaptation of the skilled workforce to the level of new requirements. Professional pedagogy is enriched with the most advanced methods and directions recognized worldwide. Today, new concepts and theories are being developed in connection with other fields of science, which are waiting for their wide application. Vocational pedagogy as a branch of general pedagogical science is formed in the process of improving the system of vocational education. It is a relatively new field of science, and many concepts are being formed and developed today. As in any field of science, professional pedagogy has its own categories and concepts, quality indicators, which establish the basis of science. The subject of professional pedagogy, together with other disciplines, can perform the following functions in different systems of vocational education:

- Improving students' professional skills to enable them to perform new, more complex tasks;
- Focus on creating tools and ways to implement new concepts of vocational education, educating active and creative people;

- Development of new approaches to the acquisition of pedagogical knowledge;
- Development of new, more effective forms and methods of vocational education and training;
- Designing new pedagogical processes, creating conditions for students to use all their capabilities and abilities, achieving a reduction in time spent on professional skills.

Branches of pedagogical science: pedagogy of preschool education, general pedagogy, history of pedagogy, special pedagogy, military pedagogy, vocational education pedagogy, social pedagogy, correctional, medical pedagogy, comparative pedagogy, methods of teaching sciences, collaborative pedagogy, cultural and ethical pedagogy, educational work, engineering pedagogy, higher education pedagogy, management pedagogy, new pedagogical education. In order to predict the prospects of pedagogical practice and to put it into practice, it is necessary to conduct an in-depth analysis of the state of teaching sciences in the system of pedagogical science.

The right to be responsible, professional training, teacher, teacher, educator, a student of a pedagogical educational institution clearly understands that the proper performance of their professional pedagogical duties requires a number of obligations from him. First, the future teacher must objectively assess their capabilities for future pedagogical activity, study and analyze their strengths and weaknesses, clearly imagine what qualities are important in the process of professional training and which one is independent of the process of real professional pedagogical activity. Second, the prospective teacher must master the general culture of intellectual activity (thinking, memory, perception, attention), the culture of behavior and communication, including the pedagogical culture. Third, the mandatory condition and basis of a teacher's successful work is to understand this student as a self-respecting, equivalent person with the same self-esteem as the 'I', knowing the behaviors and forms of communication. Students need to be understood and accepted by the teacher, regardless of whether their value orientations, behavioral patterns, and assessments are appropriate. Fourth, the teacher is not only the organizer of the educational activities of the audience, but also a motivator of cooperation between the participants of the learning process.

"A teacher must perform all the functions of communication in his or her work – as a source of information and as someone who knows another person or group of people, and as an organizer of team activities and relationships." The exchange of information takes place as a means of speech activity, or rather, as a means of language communication. Speech (verbal) communication has a number of psychological features, the consideration of which facilitates the achievement of the purpose of communication, "assimilates the transmitted information, teaches future professionals' speech literacy, regulates their thinking." The phenomenon of "pedagogical dialogue" became popular in the 70-80s in special scientific and pedagogical research. All this makes it a constant task to constantly improve the organizational and communicative skills of students in the process of mastering their psychological and pedagogical application in the process of pedagogical practice. Professional self-education is a purposeful cognitive activity aimed at mastering the general human experience, methodological and special knowledge, professional skills and abilities necessary to improve the pedagogical process.

The University of Pedagogy prepares future teachers for different types of activities: professional, sociopolitical, lays the foundation for the ability to work with a person, rather than specific knowledge of a certain range and scope. By creating the cultural potential of the future teacher, the university determines the way of his life and existence, the content of his work, his productivity. Integrated training at the university means such a level of organization of the educational process that stimulates the active state of the components of the future teacher's culture in their unity; that is, the university education system has the potential to shape the quality of learning. The process of professional training of a future teacher is provided by academic disciplines, various practices,

researches and developments, and the more successful each of them is, the greater their contribution to the formation of student culture. The role of sciences, pedagogical practice, research and development in shaping the pedagogical culture of future teachers and their interaction should be taken into account. Psychological and pedagogical bases within the whole complex of knowledge that distinguishes teachers from other professions, therefore, pedagogical and psychological sciences play a key role in the system of professional training of future teachers. One of the most important in the system of professional training of students is the course "History of Pedagogy", which serves to expand the general pedagogical outlook, the correct approach to the pedagogical heritage of the past. Undoubtedly, the history of pedagogy is closely related to the history of the development of human society, where the formation of the theory of culture is carried out step by step, so all the topics of the course are aimed at shaping the culture of the teacher. Although the course under consideration in modern conditions has undergone significant changes in the content of the course, future teachers will be able to get acquainted with the activities and creativity of prominent representatives of foreign and domestic pedagogy, their views, ideas, beliefs. In-depth studies remain unchanged. A mandatory element of the professional training of a future teacher is the study of a foreign language (English, German, French, etc.) of professional importance and aimed at the formation and development of personal qualities, including general, pedagogical culture. The discipline in question has a wide range of informational functions and is a factor in overall cultural development. Sociocultural sciences, in particular, "Philosophy" and "Cultural Studies" play an important role in the professional training of future teachers. The choice of these disciplines is explained by the fact that their study is aimed at mastering the methodology of scientific knowledge and understanding of human culture as a whole system by future teachers, absorbing the need for their socio cultural understanding. The philosophy curriculum reflects the questions of man as the highest value, the idea of humanization, the relationship between the human factor and culture. It is worth noting the section on the historical stages of the development of philosophical knowledge; the study of the topics of the section shows future teachers that the problem of man and culture is posed in the philosophy of the "civilized human model" of the Ancient East, Ancient India, etc.; by getting acquainted with the works of great thinkers of the past, the philosophical research of their contemporaries, students determine the place and importance of culture in the history of human society. Certain possibilities of the formation of the studied quality have topics that reveal the essence of such concepts: "object", "person", "activity", "consciousness", "self-awareness", "culture", "creativity" and others.

Pedagogical practice in the system of vocational training serves as a link between the theoretical training of students and their future independent work in school, it is important to update the theoretical knowledge of students, the formation of skills and competencies serves as an important tool for shaping students' theoretical knowledge. Analyzing the pedagogical practice programs, we came to the conclusion that they do not have the necessary set of tasks that directly address the formation of the pedagogical culture of the teacher, although the experience of working as a group leader, meteorologist, aimed at shaping the pedagogical culture of the teacher. Pedagogy and psychology, analysis and observation of the course of pedagogical practice of students of different faculties and departments allow us to emphasize that the content of teaching and educational practice includes a certain potential for the formation of the studied quality. It is usually their job to adapt future teachers to their careers approach based on objective possibilities, chosen profession and activity. It is advisable to identify the capabilities of the individual as the requirements are listed. For example, when choosing a teaching profession, it is important to love the profession, the desire to communicate with children, but also to the person of professional activity the physical, psychological, and social demands he makes on her professional knowledge, skills and abilities helps to master. Therefore, the future teachers are professional theoretical justification of these aspects of the problem in the adaptation and future pay special attention to the development of professional

potential of specialists need. 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.

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 professional training in educational institutions, it is necessary to form in students the professional knowledge, skills, and abilities sufficient to carry out 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 on the basis of the content of the qualification requirements for the quality of the individual. The Classifier, which includes quality requirements for future teachers, provides for the work of future teachers in secondary schools, academic lyceums, professional colleges, and their training in their specialty. Organization of the process, the trainees must have the necessary professional knowledge, skills, and abilities to be able to fairly assess and control the level of knowledge. The peculiarity of the modernization of the educational process in higher education institutions is not only the formation of general parameters of professional training of students, but also the development of their creativity, ability to accurately predict the goals and objectives of the process.

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