

The Organization and Management of the Process of Preparing Undergraduates for Scientific and Pedagogical Activities

Mirzaabdullaeva Gulnora

Doctoral student of Namangan State University

ABSTRACT

The article describes the goals, objectives, principles and strategic directions of the system of development of continuous pedagogical education. Also, given the high socio-cultural significance of pedagogical education in the sustainable development of society, modern requirements, problems in the education system and the fragmentation of educational institutions and scientific-methodological support in their solution necessitate the transition to a cluster model of pedagogical education.

KEYWORDS: *continuous pedagogical education, cluster, innovative cluster of pedagogical education, innovative cluster model.*

Reforms in the country to raise the content of the pedagogical education system to a qualitatively new level, improve teaching methods, introduce modern information and communication technologies and innovative projects, including the Presidential Decree No. PF-4947 of February 7, 2017 "On further development of the Republic of Uzbekistan" On the Strategy of Actions ", PF-5538 of September 5, 2018" On additional measures to improve the management system of public education ", PF-5712 of April 29, 2019" On the solution of the Republic of Uzbekistan; Decrees "On approval of the concept of development of the education system until 2030", the resolution of February 27, 2020 "On measures to further develop the field of pedagogical education" further expands the opportunities for the development of methodological systems of training future teachers.

Further improvement of pedagogical education, the use of modern knowledge and pedagogical technologies, the supply of professional teachers to train highly qualified specialists who will make a worthy contribution to the socio-economic development of the country, the introduction of advanced educational technologies are identified as important tasks today.

Above tasks instead in increasing pedagogical education membership and continuity provide basic factor was is calculated. Pedagogical of education membership and continuity in providing modern socio - economic conditions and social efficiency increase options inobatga to receive mechanism functional exit period requirements one is calculated . Mechanism pedagogical education more development , personnel preparation quality increase , fan and functional release integration expand , preschool , school and from school outside education institutions educators , elementary class teachers , especially anik fans and chet languages on to teachers bulgan needs landing , districts and kishlok places education institutions high qualifying pedagogue cadres with provide concentration international standards level mos higher educated pedagogical cadres preparation system formed reach more improvement should .

REFERENCES TA ^ LILI VA METHODOLOGY

At the time In our republic continuous pedagogical education system urta special pedagogical education , higher pedagogical education , higher from education next

education, pedagogical cadres preparation and qualification increase and soxada additional education en into takes _

High education level pedagogical cadres preparation two stepwise in the system, ie bachelor and master preparation orkali instead is increased .

The training of highly qualified researchers is carried out through basic doctoral, doctoral and independent research. The purpose of postgraduate education is the timely and quality training of highly qualified pedagogical and scientific personnel for higher education institutions, as well as the supply of highly qualified researchers for research institutions, enterprises and organizations in the country.

DISCUSSION AND RESULTS

A number of positive results in the main areas of development of the pedagogical education system have been achieved. In particular, the classifiers of pedagogical education are being improved, the content of pedagogical education is being updated, the information environment and scientific and methodological support of education in the field of professional training of specialists of the education system are being enriched.

At the same time, there are a number of pressing issues in radically improving the system of teacher training, the implementation of modern educational programs in the educational process, the development of all-round intellectual, moral, aesthetic and physical abilities of young people.

The purpose of the system of development of continuing pedagogical education, functions and principles

The purpose of the system of development of continuing pedagogical education - achievements of psychological and pedagogical sciences and innovative educational practice, development of a system of training, retraining and advanced training of education specialists based on social partnership.

Strategic for the development of continuing pedagogical education directions

1. Update the content and purpose of continuing pedagogical education, taking into account the social and economic requirements for the professional competence of education specialists.

The high socio-cultural duty of the pedagogical profession and the competent solution of professional tasks in the context of modern pedagogical practice require a broad outlook in the training, retraining, advanced training of education specialists, spiritual and moral activity. is provided by These are:

academic - includes reading, learning and acquisition skills; socio-personal - involving the study of knowledge and ways to implement the ideological and moral values of society and the state, based on cultural values;

professional - competencies that include the ability to find solutions, plan and ensure the implementation of tasks in the chosen field of professional activity

A modern competitive education specialist is a professional who skillfully combines fundamental and practical training, competently manages traditional and new professional tasks.

The modern educator has children with different levels of development and their parents, including: gifted; lost an orphan and a breadwinner; disabled and have separate psychological development; left in socially dangerous conditions; prone to alcohol, drugs, psychotropic substances; deviant behavior was observed; The concentration of cyber bullying children

families, as well as working with unhealthy families, to work boldly in an inclusive education environment, to have pedagogical support, mediation, tutoring technologies.

The modern pedagogue is entrusted with specific tasks, such as the preservation of national and cultural traditions and, on this basis, the integrity of society. Therefore, the educator should devote his energy and enthusiasm not only to education, but also to the educational process. The following competencies are important in the field of education:

- preparation for the spiritual and moral upbringing of children in a globalized world;
- organization of socially significant initiatives (volunteering, charitable actions, etc.);
- to have experience in promoting healthy ideas among swimmers;
- Development of skills for a healthy lifestyle, bad habits, prevention of the tragic consequences of aggression.

The training of educators should ensure that swimmers integrate all competencies as a means of shaping knowledge and skills, solving personal, social, and professional problems, and integrating multifaceted abilities.

The content of modern pedagogical education should be open and constantly evolving, create a positive environment for future teachers to carry out effective pedagogical activities, stimulate independent learning and upbringing, cover variable and invariant components, reflect the genesis of the pedagogical system and activities. must be able to adapt, to reflect the interdisciplinary features of universal knowledge, to find its place in the environment of continuous pedagogical education.

2. Modernization of forms, methods, technologies of educational process on the basis of problem-solving, active, collective educational strategies.

Problem-based planning of the content of pedagogical education requires updating the forms and methods of organizing the educational process. At the same time, it is necessary to move from the educational paradigm to the educational paradigm. These curricula include a review of students' classroom, extracurricular, and independent work, as well as requires the transition of teachers to a system of effective monitoring and control of students' research activities.

In the age of the information society, it is necessary to move from monologue to interactive forms of lecturing. Involvement of students in independent educational and research activities in the framework of individual and group projects in the study of the subject, and at the same time the formation of reflexive bases of professional activity is important. Theoretical and methodological bases of the work carried out in the form of discussions in the form of seminars, and in the form of practical exercises in various situational games, solving cases, working in small groups, etc. practical tests, and in the laboratory classes conducted in various forms on the basis of the educational institution, the specific skills of professional activity should be tested in practice.

One of the important objects that must be mastered is the acquisition of independent learning skills, ie observation of events, conducting experiments, modeling, working on texts, problem solving, etc. Involvement of students in research and innovation requires:

- study of real processes of educational practice;
- describe and explain them;
- identification of research and innovation problems;
- design and implementation of methods and tools to address these issues;
- Evaluate the effectiveness of the proposed methods and tools;

- substantiation and dissemination of innovations.

One of the most important rules for all subjects of the innovative cluster of pedagogical education is the organization of educational and research activities of students in connection with the process of continuous pedagogical practice.

Pedagogical practice needs to be radically renewed. It should begin in the first year and be of a continuous, effective nature throughout the entire course of higher education. In this case, students should not only visit educational institutions and participate in lessons or educational activities as an observer, but also the school, preschool education and other educational activities that serve as a basis for pedagogical practice.

directly participate in the current educational and educational work of institutions.

One of the first effective mechanisms to bring future educators into the professional environment is volunteering. Volunteering in educational institutions should be considered as one of the forms of pedagogical practice.

It is expedient to establish branches of the department in preschool, special, general secondary education, other educational institutions with the participation of professors, school teachers, students, pupils and students. The effectiveness of pedagogical practice can be significantly increased by intensifying the activities of student research laboratories involving high school students, expanding the network of "School of Young Researchers".

In order to help young teachers to master modern educational and training technologies, it is necessary to create schools of pedagogical excellence, educational and scientific-advisory centers that will ensure the integration of scientific and methodological potential of psychological, pedagogical and methodological departments.

The focus of the learning process on the formation of pedagogical professional competence requires attention to achieving high results of pedagogical activity (solving problems of science Olympiads, conducting various classes, organizing heuristic and creative activities of students, etc.). consists of:

- Education and micro-education in pedagogical laboratories;
- modeling of learning situations;
- Accumulation of innovative experience of pedagogical activity;
- The use of "life stories" that optimize the transition from pedagogical theory to real pedagogical activity through examples and examples;
- Involve students in reflexive practice.

In the information society, the priority of updating the educational process in preschool, general secondary and special education institutions is the widespread use of information and communication tools. That is why lectures, seminars, laboratory work, students are independent

It is very important to systematically switch to the use of information and communication technologies in the organization of work.

On the basis of modern means of education (tablets, interactive whiteboards, network technologies, etc.) it is necessary to implement pedagogically oriented methodological support (electronic textbooks, study guides, teaching aids, simulators). At the same time, in order to create a unified educational environment for the developed information and educational resources of institutes and pedagogical colleges, it is important to ensure their openness, accessibility and diversification ("cloud" and smart-structure).

One of the most important principles of improving the educational process is that it is educational and developmental, focused on the potential of the subject of educational activity, based on its individuality and self-expression. Educational education increases the civic position of the future teacher, high morals, professional duties and responsibilities, pedagogical tact and demands on himself and his future professional activity, forms the determination to achieve goals. As a systemic effect of educational education, it is the formation of the teacher as a subject of culture, including the subject of professional and pedagogical culture, paving the way for him to have the highest human qualities.

3. Improving the quality of training of highly qualified scientific personnel, taking into account the current problems of modern psychological and pedagogical science and educational practice, the principles of continuity and continuity.

The training of highly qualified researchers should be carried out systematically. The effectiveness of this training is ensured by the following conditions: a high level of improvement of research work; organization of educational and research work of bachelors and masters; thematic monitoring and quality control of the effectiveness of basic doctoral and doctoral studies; forming the structural structure of the demand management system.

In organizing the training of highly qualified researchers, it is necessary to rely on the following conceptual situations:

- The training of pedagogue-researcher should be aimed at ensuring a high level of competence in the implementation of research and experimental activities;
- The research culture of the pedagogical factor, which combines the norms (axiological, epistemological, educational, managerial) that determine the quality and effectiveness of research activities, should be formed as a basis for the training of researchers;
- The success and effectiveness of scientific research should be focused on the solution of current psychological and pedagogical problems in education in accordance with the main theme (basis of the problem) of scientific research of the pedagogical scientist;

an acceptable form of interdisciplinary and interdisciplinary cooperation in higher education to address scientific and pedagogical problems and the organization of teacher training.

4. Transition to an innovative cluster model in the development of continuing pedagogical education.

Given the high socio-cultural significance of pedagogical education in the sustainable development of society, modern requirements, problems in the education system and the need to address them in the cluster model of development of pedagogical education in the system of educational institutions and scientific-methodological support.

The development of pedagogical education implies the use of an innovative cluster model, a single system for professional training, retraining and professional development of pedagogical staff.

Innovative cluster of pedagogical education is a whole of higher education institutions, pedagogical institutions, pedagogical professional colleges, experimental and innovative platforms in educational institutions, bases of innovative research and continuous pedagogical practice, additional educational institutions, scientific and methodological structures. This will allow them to integrate the potential of mutually distributed activities, pedagogical-psychological science and effective educational practice in order to raise the system of pedagogical education to a qualitatively new level.

Therefore, the main goal of the cluster is to train modern educators with the ability to design and implement new educational programs and technologies, not only with a high level of civic, cultural

and professional competence, but also competitiveness, ability to accept innovations. is a combination.

The main goal of the innovative cluster of pedagogical education is to integrate the educational, scientific and innovative potential of its structures for the following purposes:

Ensuring the effective succession of qualified teachers in the training of pedagogical specialties and the promotion of the best swimmers in the pedagogical profession;

Carrying out professional training of teachers on the basis of practice and providing prompt communication with stakeholders;

creating an environment for training future educators on the basis of internships with innovative experience;

shortening the period of acquisition of professional skills by young professionals.

The participants of the innovative cluster of pedagogical education are:

- preschool, general secondary, secondary special, higher education institutions where students, masters and doctoral students are engaged in pedagogical practice, education, research, innovation and design activities, which serve as a basis for training and experimentation;
- Institutions of additional education in accordance with the updates at different levels of education, institutions for retraining and advanced training of teachers of preschool, general secondary, secondary special vocational education of children and adolescents;
- Scientific and scientific-methodical structures, centers, organizations engaged in scientific research and defining it, which exchange innovations with new types of educational standards, curricula and teaching materials adapted for all levels of education;
- initiative communities, associations and organizations that create the spiritual and intellectual space of the pedagogical community.

The cluster is formed on the basis of the agreement and contract of the relevant entities. At the same time, a Coordinating Council will be formed from the staff of the cluster entities in order to develop the direction of the cluster and its participants in the implementation of cluster projects and initiatives. The Coordinating Council is approved by the Governor of Tashkent region.

On the basis of social partnership, the cluster cooperates with the education departments of the region, which are involved in shaping the demand for teaching staff.

5. Improving the provision of resources for continuing pedagogical education in an informed society and raising the status of the pedagogical profession.

An important condition for the development of continuing pedagogical education is the improvement of all types of resources for quality training of education specialists.

Leading areas for improving the regulatory framework are: the development of continuing pedagogical education, the creation of a regulatory framework for the implementation of a cluster model for distance learning and tutoring activities, and the provision of consulting services to pedagogical education entities.

Improvement of scientific and methodological support is related to the fulfillment and implementation of the requirements of pedagogical education, educational standards, ensuring the continuity and continuity of levels and levels of pedagogical education, coordination of requirements for teaching graduates on the basis of professional standards.

The strategy for the development of information support for continuing pedagogical education provides for the gradual transition to high-generation Internet networks (based on multimedia support of lectures, distance learning technologies), which are the basis of innovative educational technologies. More effective use of distance learning potential is desirable.

CONCLUSIONS AND RECOMMENDATIONS

The following indicators can be cited as socio-economic effectiveness of the system of development of continuing pedagogical education:

- updating the goals and content of continuing pedagogical education based on the requirements for the professional competence of specialists, taking into account the social and economic aspects of the region;
- modernization of forms, methods, technologies of educational process on the basis of problem-research, active, collective educational strategies;
- -improved training of high-class researchers, taking into account the problems of modern psychological and pedagogical science and educational practice, the principles of continuity and succession;
- Transition to an innovative cluster model in the development of continuing pedagogical education;
- Improving the resource provision of the national system of continuing pedagogical education in the information society and increasing the prestige of the pedagogical profession; -formation of a positive image of a modern teacher. Of course, as the final product of any work, the main results expected from the system of development of continuing pedagogical education are:
 - An acceptable infrastructure of pedagogical education will be created;
 - Professional standards of teachers and new generation educational standards will be developed, which will provide a new level of quality of pedagogical professionalism;
 - A system of innovative educational technologies that provide an information and educational environment for the advanced professional development of teachers will be launched;
 - The level of competence of education professionals in the subjects of education and the public is determined;
 - A high international rating of the system of continuous pedagogical education is achieved;
 - Continuing pedagogical education is provided by highly qualified personnel;
 - There will be an increase in the number of students who have a high social status and training in the teaching profession;
 - Mutually beneficial training with foreign partners - an opportunity to expand scientific ties;
 - Achieving a reduction in the period of professional adaptation of young teachers;
 - A more developed system of teacher training will be developed;
 - the intensity of additional education at the international level is achieved;
 - The production of competitive commercial and scientific and educational products will be launched.

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