

IMPROVING THE PROFESSIONAL TRAINING OF STUDENTS IN THE CONDITIONS OF PEDAGOGICAL MODERNIZATION

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Abstract

This article talks about what competence students of Pedagogical University should have in the conditions of development. Pedagogical quality and content of professional training, which should be acquired for future pedagogues, are highlighted.

Keywords

modernization, competence, intelligence, professional training, need, development

Introduction

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev set priorities for the systematic reform of higher education in the Republic of Uzbekistan, took the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities to a qualitatively new level. In order to raise, modernize higher education, develop the social sphere and economic sectors based on advanced educational technologies, the decree "Concept for the development of higher education until 2030" was approved.[1] In this Concept, it is stated that the President should set the strategic goals and priorities for the development of the higher education system.

It follows from this that today, at a time when our country is rapidly developing, what should modern educators who work on themselves be like? Professional training of future educators, their professional competence, competitiveness in the labor market, professional mobility, active life and professional position, development How should it change to be compatible? These questions should make us all think and reflect. Today, the mission of the Pedagogical University is to train professional mobile and competitive specialists for the field of education. Increasing the professional mobility of a person in an era that is in tune with the times is associated with significant changes in the traditional spheres of professional activity, information and data exchange. The need to develop professional mobility of Pedagogical University students is determined by the complexity of maintaining professional competence. Professional competence has changed radically today. A modern professional is an employee who has a certain "portfolio of competencies" that allows him to remain competitive in the labor market. Not those who know everything, but those who learn faster and thus have the opportunity to respond to any "request" as quickly as possible are more competitive. In addition, today, changes are taking place in the professional activities of the graduates of the pedagogical university, and new functions appear along with the traditional ones. Based on this, the competitiveness of a graduate of a higher educational institution of pedagogy is determined by his preparation in a certain discipline and the level of social development. relationship building, initiative, responsibility, etc.). In order to prepare such a specialist, it is necessary to change

approaches to the goals, results, content, and organizational structure of education. The result of professional training at a pedagogical university is not only highly qualified and highly intelligent specialists, but also the production of personnel who feel responsible for their work, understand the consequences for themselves and others, and whose moral qualities and outlook meet the demands and requirements of modern society. It is necessary Today, the students of the higher educational institution of pedagogy are not only interested in their future, but also in their specialization, as well as general work, team work, team obedience and leadership, scientific organization of work, communication skills and tolerance. need

Literature analysis and methodology

It is not justified to implement a competency-based approach, based on international experience, neglecting the achievements of local pedagogy and psychology. It should also be remembered that foreign scientists relied on the works of P.Ya.Galperin, A.N.Leontyev, and S.L.Rubinshtein in the scientific justification of the integral constructions of education. Professionalism and competence are similar terms but have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, specific characteristics of work. Developed competencies are immediately felt, because the professional pedagogue tries to develop his skills, strives to achieve certain goals and results, produces working values, and these usually correspond to the standard of the work process. Competence has a somewhat complicated content, because it requires not only the presence of knowledge, but also the ability to apply it. Competence can only be determined during extensive evaluation and observation. The main thing for the formation of the teacher's competence is special professional education. In the future, the knowledge and skills acquired in practice will complement the level of initial competence. All this can be presented in the form of a formula: Competence = I know + I can do + I want + I do. Formation of professional competence is a gradual and continuous process.[2]

A. Zimnyaya [3] classifies basic competencies as social and defines three large classes of basic social competencies: 1) competencies related to the individual as a person; 2) competencies related to the social interaction of the individual and the social sphere; 3) competencies related to human activity. Mainly, it considers the competences (competencies) that are "manifested in all aspects of a person's life, providing the full value of his social and professional life".

A. Kh. Shklyar, M. V. Ilyin, E. M. Kalitskyi's work on the essence and relationship of the main categories of the competence-based approach is justified. Based on the semantic approach to revealing the essence of the concept of "profession" in the vocational education system, the authors defined the content of its semantic fields (informational, legal, activity-technological, anthropological) and justified using their intersection. The content and interaction of the concepts of "professionalism", "competence", "competence", "competence" based on the definition of general and special. They rightly noted that competence is objectified, and competence is a subjective form of professionalism. It follows from the reasoning of the authors that competence, like competence, is a generalized characteristic of professional skills and indicates a high level of readiness of the specialist to solve the problems of professional activity.

Today, it is closed within the educational process, it includes a whole set of different social relations, it forms a multifaceted educational space, where students have the opportunity to gain practical experience in solving professional and personal problems. they did. Behind a successful educational result is certainly the educational process. Researcher D. Dwyer [4] describes three groups of factors that cause changes in the organization of the educational process:

- changing the educational context associated with the use of new technologies;
- the time it takes to get used to the changes, because initially the teachers focus on the details of the changes, the features of the technologies, and not on the educational process itself;
- preparing teachers to implement changes, because some learn and accept changes faster, others slower.

We can see the results of the students' professional training when they enter the organization after graduating from the pedagogical university. Taking into account the above points, it can be assumed that the main changes in the professional training of future teachers at the university will be related to:

- its individualization, which means that each student has a unique practical experience in solving professional and personal problems,
- creation of favorable conditions for realization of interests, needs, etc.;
- to strengthen its practical orientation and variability due to the expansion of the university's educational space

So, modern strong, educated students are educated by a strong expert of his profession with modern knowledge. Therefore, when a modern pedagogue talks about the existence of such competencies in providing knowledge for students, I want to say that, first of all, it is necessary to form the ability to separate the real pedagogical activity and the activity of managing it.

We can see it divided into 2 groups:

1) the existence of competences in the organization and management of educational and cognitive activities (organization) today is a multifaceted, complex process that requires careful preparation;

2) in the context of the acceleration of pedagogical work, the presence of powers to organize and manage one's own professional and pedagogical activities (time management, preparation of various documents and documents, use of technical tools, etc. Reforms and modernization carried out in the field of education today It is aimed at the training of personnel that requires comprehensive knowledge about the existence of a project for the present and the future. In this regard, the more successful the programs of modernization and development of university education are, the more results can be achieved. In the limiting case, this is the general scientific picture of the world. , and from a socio-cultural point of view, it is a "society of knowledge" in which "emerging modernity" and the prospect of a foreseeable civilization see themselves. However, the main decisions to be made are the educational system modernization is related to solving current problems or finding more effective ways to improve existing practices. [5]

Results

Based on the above, the logic of prospective analysis can be expressed as follows:

1. Modeling the current state of development of professional training of students of pedagogical higher education institution, reflecting its main changes in the conditions of modernization of pedagogical education.

2. The scenario of prospects for the development of the professional training of students of the higher educational institution of pedagogy: the description of the adaptation, modernization and innovative trends of changes in the professional training of students of the higher educational institution of pedagogy in the context of the modernization of pedagogical education.

3. Prospective assessment: identification of risks, social impact of changes in the professional training of students of a pedagogical higher education institution in the context of modernization of pedagogical and pedagogical education.

Discussion

In modern scientific and methodological literature, we study the integrative features of competences, in particular: - social competence related to the ability of a person to take responsibility, to make any decisions together; - the competence that regulates life in society and is aimed at preventing the spread of feelings of intolerance, as well as helping to understand a person's readiness to live with people of other cultures, languages and religions; - competence that defines the ability of a person to have written and oral communication skills, which are important in modern social life and professional activities; - competence related to the emergence of an innovative information society, where mastering new technologies is important; - the competence that realizes the ability to know a person not only in his chosen profession, but also in his personal and collective life, during his life activities. It should also be noted that competence, in all types of human communication, can include the achievement of three main levels of adequacy of communication partners, namely: communicative; interactive; sensitive. It is also necessary to refer to the principle of professional competence, which is one of the priority moral and ethical principles of a specialist in any field. We would like to emphasize that the professional skills of a future teacher can consist of a number of special components.

Conclusion

Therefore, the goal of the competency-based approach is to try to overcome the gap between the theoretical knowledge of the specialist and its practical application, from the point of view of modern education. Therefore, the modern educational process does not consist in providing students with knowledge that is difficult to apply in practice, but rather in mobilizing this knowledge to solve current professional problems, as well as in order for students to independently solve such problems in the educational process. should consist of creating conditions. In order to fully study all the features of the development of socio-cultural competence in future elementary school teachers, it is necessary to pay attention to the following aspects: - view as an important factor in the development of cultural competence; - formation of a special knowledge system to reduce high-level communicative and psychological barriers in order to develop socio-cultural competence in future teachers; - solving the issue of determining the theoretical foundations of the development of socio-cultural competences of future teachers; - it is appropriate to determine the specific features of this process in the conditions of professional pedagogical education, taking into account the features of the development of socio-cultural competence.

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LINGUISTIC FEATURES OF PROVERBS ON THE THEME OF PATRIOTISM IN ENGLISH AND UZBEK LANGUAGES

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Abstract

This article examines the national-cultural and universal characteristics of English and Uzbek proverbs in both languages. In this article, the conclusions of famous writers and scientists in their work on proverbs and the place and importance of proverbs in human life are mentioned. When we compared proverbs in different languages, we found differences and similarities between them.

Key words

proverb, Alisher Navoi, Furqat, Zavqi, Lutfi, grammar, comparison,

Introduction

The whole of the spiritual culture created by the people is definitely the proverbs of that people. Let's take the oral or personal memory of each nation, it contains myths and legends that are vividly preserved in the memory of mankind, primitive ideas and concepts from the depths of long history, and life wisdom resulting from centuries of observations. We see a reflection of human thought experience. English and Uzbek folk proverbs have been collected and polished over thousands of years as a product of scientific and artistic thinking, spoken and studied among the people, and passed from generation to generation as one of the best spiritual heritages. . The best proverbs created and used in the past, as examples of folk wisdom, are still of great educational value. Such proverbs and wise words are a valuable treasure of the spiritual wealth of every nation.