

REVIEWS OF PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL-PEDAGOGICAL ACTIVITY

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Annotation: The article deals with such issues as the preparation of future educators for professional and pedagogical activities, the factors that shape the quality of their competence, the areas of professional development.

Keywords: Future educator, Professional and pedagogical activity, competence, information and communication technologies, design, self-education.

In educational system all sectors are being recognized by the international community. Changes in the educational system, in particular, that fits the description of a radical shift are occurring in all areas of business, but they also lay a great deal of responsibility on each individual who works there.

Another indication of serious consideration given to the sector's development is the President of the Republic of Uzbekistan's Resolution No.PP-4963, "On Measures to Support research Activities in the Field of Public Education and the Introduction of a System of Continuous Professional Development". The term "lifelong professional development training" is now being used to describe the yearly training that is provided for employees working in public education. Additionally, it places a number of obligations on institutions of higher learning that train educators.

Since graduates each year should help to enhance quality indicators in addition to expanding the industry’s workforce. To do this, higher education institutions that provide teacher preparation programs should take into account the fundamentals of their operations as well as the training of employees in advanced pedagogy and information technology who are also fully developed and prepared for practice. This is crucial for early childhood education sector, which hasn’t really developed as a separate system.

The cornerstone of development in any field is acknowledge to be a highly competent specialist. “Professional competence does not mean that a specialist has acquired particular knowledge and skills, but rather that a specialist has acquired integrative knowledge and actions in each independent area. The ability to look for a new information, process it, and use it in their work area additional needs for competence. It also requires ongoing professional knowledge expansion.

The incorporation of specialized technology and resources in educational activities, designed in accordance with the needs of the content and methodology of studying and teaching ICT, is the second level (technological, thematic). The third level (psychological-pedagogical, methodological, creative) entails the creation of one’s own electronic educational tools and the use of ICT to the resolution of both professional and private issues. The professional competency of aspiring educators is improved when they possess a sufficient level of ICT training.

The design of the educational process offers the instructor a variety of opportunities. The following processes are used to prepare future educators for project activities: improving information selection and processing skills (selecting and using the right information); developing expert and analytical skills (creativity and critical thinking); developing planning skills (clear formulation of the goal, identification of key steps, deadlines, and means to achieve the goal);

--construction of a positive attitude toward project activities (initiative, dedication, commitment to work in line with the stated plan and schedule); growth of

topic skills (anticipated results of activities). Design and careful preparation have a qualitative effect on enhancing a prospective teacher’s abilities.

Any professional, in general, would benefit from the habit of continually improving oneself. In the area of teaching, it is much more crucial. Future educators should be familiar with these and other professional competency areas so they can work independently on them in their educational activities.

- Professional (complete mastery of science-based subjects, ongoing innovation awareness);

- Psychological and Pedagogical (work with students and parents, relationship-building);

- didactic (pedagogical technologies, methods, forms, tools, and techniques; examples: the potential of didactic games);

- legal (understanding of the law as an individual and citizen, as well as normative documents as a specialist);

- fluency in a foreign language, frequent access to sources in that language, and acceptance of sources from abroad given the circumstances and opportunity in a given location;

- thorough knowledge of computer and information technologies;

- protection of one’s health (health is the foundation for realizing one’s potential in any activity, including education);

- Hobbies and interests that fit into the national mindset; professional ethics.

As a result, a current area of scientific and applied research is the continued study of the training of future educators, particularly the creation of methods for enhancing its pedagogical component.

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