

TRAINING FUTURE SPECIAL TEACHERS FOR PROFESSIONAL ACTIVITIES

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Abstract

the article examines the issues of improving the system of training teachers in the conditions of the new Uzbekistan using innovative models. The reforms in the education system, the introduction of personality-oriented learning, the organization of pedagogical practice, as well as the activities of professional clubs, such as "Pedagogical Desantura" are analyzed. Particular attention is paid to the formation of professional skills of students and the introduction of innovative approaches to the educational process. The importance of the cluster approach and transformational activities in the training of teachers is emphasized. Key words: innovative models, student-centered learning, pedagogical practice, "Pedagogical landing force", cluster approach, training of teaching staff, transformational activities.

ПОДГОТОВКА БУДУЩИХ СПЕЦИАЛЬНЫХ ПЕДАГОГОВ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация:

в статье рассматриваются вопросы совершенствования системы подготовки педагогических кадров в условиях нового Узбекистана с использованием инновационных моделей. Анализируются реформы в системе образования, внедрение лично-ориентированного обучения, организация педагогической практики, а также деятельность профессиональных клубов, таких как «Педагогическая десантура». Особое внимание уделено формированию профессиональных навыков студентов и внедрению инновационных подходов в образовательный процесс. Подчеркивается значимость кластерного подхода и трансформационной деятельности в подготовке педагогов.

Ключевые слова: инновационные модели, лично-ориентированное обучение, педагогическая практика, «Педагогическая десантура», кластерный подход, подготовка педагогических кадров, трансформационная деятельность.



Introduction

The President of the Republic of Uzbekistan dated May 11, 2022 "On approval of the National Program for the Development of Public Education for 2022-2026" No. PF-134 and dated June 21, 2022 "Improving the quality of pedagogical education" and In paragraph 2 of the Resolution PQ-289- "On measures for the further development of higher educational institutions that train personnel", weekly training sessions for students of levels 2-4 studying in full-time education in higher educational institutions that train teaching personnel are in the "4 + 2" order, while, among other things, the task was indicated to ensure that classes are held for 4 days in a higher educational institution, 2 days in preschool and secondary general educational institutions as an internship. It is necessary to develop innovative models for training professional teachers capable of carrying out their activities in the new socio-historical conditions of the new Uzbekistan. The change of the traditional paradigm of subject-object relations between a teacher and a student to an alternative paradigm of their subject-subject interaction places new demands on the professional training of a teacher. In this regard, a number of contradictions have emerged: - the openness of subject-subject relations for interaction, and at the same time the current state of the school, creative interaction of teachers with students between the lack of readiness for interaction - between the need to maintain the professional dignity of a teacher in such interactions and the lack of confidence in their subject and psychological and pedagogical training; - between the statement of the need for equal cooperation and the future teacher's misunderstanding of the differences between pedagogical relations of influence and interaction. In the process of studying at a university, we strive to select and theoretically substantiate the optimal system of pedagogical interaction in the roles of "student - student" and "student - student". At the same time, we define pedagogical interaction as a direct or indirect influence of the subjects of the pedagogical process on each other, their mutual conditioning and connection. This interaction is an integrating factor in the pedagogical process and provides personal support for each subject of this process. The transition to pedagogical interaction ensures the development of not only the student, but also the teacher. Within the higher education system, the following roles are distinguished: student - student; student - student (in the role of a teacher in pedagogical practice); student - school teaching staff (including subject teachers, class teacher); student - student's parents; student - university teacher. From the distribution of roles of relationships, it is clear that pedagogical practice is of particular importance in the development of a student as a teacher. This allows you to test yourself and your strengths in the face of difficulties and problems of real school life, to feel professional responsibility. In pedagogical practice, a student moves from the level of a student to the level of a teacher, therefore his role changes, his view of himself and others. He finds himself in front of very strict students, communication with them requires clear actions and confidence in his knowledge. It is here that all the shortcomings and "blank spots" of the theoretical basis of his skills are revealed. But the value of the moment lies in the opportunity to fill these gaps with little loss.

The student feels the complexity and joy of the profession and begins to gain pedagogical experience. The problem of practical training of specialists and pedagogical practice in a pedagogical university; - the study proves the influence of the process of modernization of



higher pedagogical education on the formation of a professional and personal approach to the training of a modern teacher. The following factors are identified and substantiated: the teacher's need for self-development, adaptation to changes in all spheres of modern society, as a result of which the acquisition of professionally important characteristics is inseparable from individual and personal development; informatization of modern society associated with the need to use the latest, constantly evolving information and communication technologies in the educational process; priority of humanitarian values. This, in turn, should be taken into account in the course of the student's pedagogical practice; - higher pedagogical educational institutions and their branches are systematized, including informatization, the introduction of distance learning, the development of new technologies for assessing the quality of education, broad integration with science, as well as the main conditions for the effective organization of innovative activities. activities of universities, taking into account the training of specialist teachers through pedagogical practice; - methods and technologies for the modernization of professional pedagogy are defined; teaching associated with the transition from a formal competence-based approach to a personality-oriented one in the organization of pedagogical practice. - scientific knowledge has been specified: on the importance of practical training of teachers, which opens up new opportunities for studying the factors of development of pedagogical education, including the influence of various conditions on the development of a modernizing specialist; Pedagogical school in the context of socio-economic and political changes in society; - the main personal and professional characteristics and qualities that should be taken into account in the practical training of a teacher, in the development of predictive models for organizing student practice, including in the context of the relationship between the main university and its branches. ; identified; - a model of interaction between the main pedagogical university and its subdivisions has been developed in order to improve the effectiveness of pedagogical practice in the system of requirements for the modernization of higher pedagogical education. The process of development of pedagogical education introduces significant changes into the generally accepted scientific ideas about its importance in modern conditions, opens up a wide path for the development of a number of research topics in the field of theory and methodology of pedagogical education. 1. The modern concept of "personally-oriented education" emphasizes the unconditional authority of the interests and needs of the student's personality, attention to his/her characteristics and capabilities, maximum realization of the entire potential of the inclinations of the developing personality and self-improvement. Realization implies realization, a student who is a consistent embodiment of the humanistic educational paradigm. In this regard, it is impossible to direct the development of the personality of a future teacher-student of a pedagogical university without a culturally rich creative content of education and effective practical training. 2. A study of the experience of a number of European countries has shown that today the most pressing problems of teacher training in foreign countries are: the need to develop new criteria for the success of higher education; the existence, development of democratic freedoms, the level of scientific research, educational and upbringing tasks, the development of its moral and cultural functions, the ability to foresee its limits, reconstruct and, if necessary, expand. a system of continuous learning for all. In recent years, the problem of the main mechanisms and interaction of higher



education with society, the problem of financing and managing higher education, the integration of regional systems of higher education with the condition of inclusion in the world educational space have become pressing issues. the continuous learning project has become the most important. Taking these aspects into account is primarily related to the need to integrate Russia into the European educational space, in particular, within the framework of the implementation of the Bologna Declaration.

3. When determining the content of various types of practical training, the principle of the unity of theory and practice should be taken as the starting point. In the process of pedagogical practice, it is necessary to deepen and expand psychological and pedagogical knowledge, to form and improve specific sets of pedagogical skills. The interaction of the Main Pedagogical University and its branch allows to adapt not only theoretical subjects, but also practical training of students, taking into account local characteristics in accordance with the federal principle of orientation towards natural, ecological and other characteristics. of a specific region (republic, territory, region, city, district, etc.). The issues of regionalization of industrial practice of future teachers are relevant because. in the regions there is a growing desire to implement their own paths, methods of development, specific projects and programs through education. At the same time, the regional system of pedagogical education itself is being reformed. 4. The indicative model of organizing pedagogical practice that we have developed allows us to solve the following problems: ensuring continuity between different levels of education in different educational institutions; continuity of practical training throughout the entire period of study; The main areas of improving the methods and technologies for training professional teaching staff are: eliminating the overload of curricula and plans; creating mechanisms for systematically updating the content of practical training, which should correspond to the stages of theoretical psychological and pedagogical training; increasing the share of open education at all levels, conducting preparatory work to connect all pedagogical educational institutions to the global information network Internet; implementing the transition to a system of quality indicators and standards of pedagogical education at all levels comparable with world standards; ensuring the development of flexibility and accessibility of educational programs, the transition from flexibility for teachers to flexibility for students. The implementation of the above rules allows for more successful implementation of industrial practice of students in pedagogical higher educational institutions and their structural divisions - branches. Professional practice for students of higher education and the need to develop effective mechanisms for its organization. The main areas of improving the methods and technologies for training professional teaching staff were touched upon. A number of reforms are being implemented in the education system of our new Uzbekistan. On the basis of these reforms, the further strengthening of the position of the teaching profession in society, attraction of advanced foreign experience and innovations to the sphere, ensuring the consistency of education and scientific production, improvement of the main and auxiliary structures of education in accordance with the time is carried out. education, covering such areas as the development of the system of work with students who were able to prove themselves in the process. The innovative cluster of pedagogical education acts as a means of implementing these reforms. This scientific and pedagogical problem with its innovative



nature, successful foreign experience and the ability to ensure mutually beneficial cooperation between educational organizations, including by types of education, is suitable for the education system of our country. Today, the demand for innovations and original technological solutions in the world is growing more and more. Taking this into account, the scientific and pedagogical aspects of the cluster approach, which is becoming popular as one of the new, modern methods of the integration process, are analyzed, scientific and theoretical justifications for its effective method are substantiated, and proposals are developed on how to implement it in practice are one of the main issues of our pedagogy today. In this regard, systematic work carried out by foreign researchers shows an improvement in the process of understanding that this concept unites certain entities into a single organizational structure that works together to achieve certain goals. Ensuring mutual cooperation of several entities within a cluster is a complex, multidisciplinary scientific and practical process.

Combining a number of interconnected activities around a common goal requires precise calculations and scientific solutions, projects with a guaranteed end and thereby gains the trust of the cluster entities. A cluster is a process of combining certain objects to achieve a common goal. Researchers commented on a cluster in which the whole is not equal to the sum of its parts, it is neither more nor less than the sum of its parts, it is qualitatively different. A new principle of harmonization of parts has also appeared, which consists in determining the overall speed of development of its constituent parts. He says that it is very important to develop the right approaches to creating social and geopolitical integration in the evolution of the organization. It is necessary to find a scientific, theoretical and practical solution for an innovative cluster of pedagogical education, to develop its main strategic research areas. These tasks require the creation of scientific and theoretical foundations for an innovative cluster of pedagogical education and the development of mechanisms for its implementation. Also, due to the high social significance of pedagogical education in the sustainable development of society, modern requirements, existing problems in the system and the discrepancy between the links between science and education in the search for their solution require the need to transfer continuous pedagogical education to a cluster. development model. The innovative cluster of pedagogical education is a unity of types of education, research institutes and centers, places of practice, scientific and scientific-methodical structures in the system of continuous education. In particular, the main goal of the cluster is to develop its educational-scientific-innovative potential not only with a high level of professional competence, but also with competitiveness, the ability to perceive innovations, the ability to implement new educational programs and technologies. in the design process - to gather specialists for training. It is worth noting that at the present stage of development of our society, the innovative cluster of pedagogical education provides internal and inter-industry connections in education, the experience and scientific achievements obtained in the course of scientific research, scientific and methodological organizations are used in education and Socio-economic life is considered as the most important system of the near future, which will allow to effectively implement its manifestation in all aspects. Scientific, creative, spiritual and economic opportunities have been created, ensuring harmonious and continuous cooperation of educational organizations and other interested parties of society, the product of the educational process is the preparation of



comprehensively mature teaching staff and bringing benefits to society. The professional club "Pedagogical Desantura" was created with the aim of increasing the effectiveness of education in the context of an educational cluster.

Chirchik State Pedagogical University "Pedagogical Faculty" Special Pedagogy 1st year student volunteers were selected by the club leader and assigned trainers and teachers. The purpose of opening this club is to increase the experience of students in cluster institutions, in order to diversify the educational process, as well as to increase the efficiency of work, the principles of the professional club "Pedagogical Desantura" have been developed:

- The principle of voluntariness.
- Teaching the principle of self-confidence
- The principle of mutual trust
- The principle of collective action
- The principle of quick diagnostics
- The principle of not looking for blame
- The principle of purposeful conquest
- The principle of an advantageous position we see significant results in all aspects of mastering subjects.

The professional club "Pedagogical Desantura" has its own roadmap.

1. Observation of students
2. Diagnostics
3. Creation of a simulation environment during practical classes
4. Attachment to the school teacher
5. Learning (feedback) they analyze together.

Each paratrooper student has his own didactic box and is obliged to use the methods prepared in class taking into account the characteristics of children with disabilities. All students with disabilities and those lagging behind in the class will not be left without the attention of the paratrooper student. Because even a small positive change in these students is a force that leads us to the goal. We must ensure that our students with special needs can move on to the next level of education without problems as active students, and not as simple passive participants. A person who is able to actively master subjects can gain academic knowledge in the course of further higher education. Secondly, due to increased self-confidence, he has psychologically prepared his consciousness. Thirdly, he can try to find his place in life, overcoming the feeling of inferiority complex.

Currently, one of the requirements for modern personnel is to conduct educational processes based on transformative activity. In transformative activity, the subject or our goal does not change, but only a certain element changes. For example, a teacher prepares a certain method for conducting a lesson, but the unstable state of a student can lead to a failure of this method. This situation should not affect the goal of the lesson, i.e. training and skills of transformative activity are necessary. It is clear that a certain element must be changed in this method. Another important aspect of the professional club "Pedagogical Desantura" is that the student can see himself in the place of the teacher. He had to get acquainted with the topic being studied 1 week before, prepare the necessary methods and resources for the lesson, distribute action



points, and after the lesson, the students will conduct a process of mutual discussion. From the 3rd month of the 3rd quarter until the end of the 4th quarter, 21 landing students of the Department of Special Pedagogy were attached to the primary school students of the 15th Special State Comprehensive School. Each student assigned one of the students with disabilities or flexible learning in the first grade and helped this student in every possible way during the lesson. Before the paratroopers were assigned, 3 out of 10 students with disabilities or flexible learning could not memorize poems during lessons, 4 students had a speech defect, and the remaining 3 students were shy and freely expressed their thoughts, could not explain themselves. After the paratroopers' help, 3 students memorized 2-3 poems. The vocabulary of 4 students increased, coherent speech was formed, internal and external speech developed. 3 students learned to express their opinions by raising their hands. His self-confidence increased. It is evident that the students' preparation for pedagogical activity was carried out on the basis of an individual advanced training program.

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