

TO DEVELOP THE QUALITIES OF RESPONSIBILITY AND INITIATIVE IN FUTURE TEACHERS' SOCIO-SPIRITUAL ACTIVITIES

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Abstract

In modern society, the upbringing of the qualities of responsibility and initiative in the process of socialization of a person is an important scientific and practically necessary pedagogical problem. This scientific concept is the subject of research in several fields of science and several areas of theoretical psychological science. Several factors of studying the sense of responsibility of a person in the process of socialization are the object of research in the sciences of philosophy, sociology, psychology and pedagogy.

Keywords: Analytical thinking, pedagogy, problem education, interactive methods, intelligence, innovation, training technologies.

Introduction

1. Analytical thinking: theoretical foundations and its role in education.

Among today's modern pedagogical research, one can single out a large number of studies that focus on several aspects of developing a sense of responsibility among secondary school students and teachers. In these scientific studies, responsibility is studied among the socio-moral qualities of the teacher and their personal individual characteristics, manifested in their educational activities.

To characterize responsibility, A.A. Rean introduced the concept of locus of control, which allows us to determine the direction of responsibility. Locus of control is an indicator of the relationship between the individual's main, essential indivisible characteristic of a person, the individual's attitude towards himself and the individual's attitude to the world in society. Internality is understood as a direction towards decision-making, and externality is understood as a direction towards external requirements. The analysis of responsibility conducted by A.A. Rean shows that internality is associated with social personal maturity and social behavior. Internals are characterized by greater tolerance, goal-orientedness and conformity, independence, less aggression, and a more benevolent attitude towards others.

The object of teacher training is various phenomena: the educational process, general pedagogical activity, pedagogical process, etc. Since training can be considered depending on the object of its orientation, professional training is considered a functional process.

The ability of students to think and act pedagogically, which is characterized by the unity of the personality and requires the unity of general personal structural structures; as well as the specific state of the individual, which expresses the qualitative characteristics of his orientation and consciousness, way of thinking, civic and professional position; is the ability to repeatedly manage, which is given to the specialist by the level of knowledge and requires the creation of professional independent individual educational programs by implementing them in the process of activity.

In analyzing the theoretical literature, we were guided by the professional characteristics of students identified by V.A. Slastenin, which are formed under the condition that professional activity has personal meaning:

conscious analysis of professional activity based on motivation and inclinations;
problematization and contradictions of reality

- seeing in it conflicts and contradictions that are not directly noticeable;

critical attitude to norms;

reflection and understanding of the complex of contents;

purity and important professional innovations for the environment;

innovatively changing the attitude towards society, going beyond the norms;

striving for self-realization, for the realization of one's intentions and lifestyle for professional activity;

subjectivization of content elements into a personal-semantic content, i.e., acquiring personal meaning.

Formation of analytical thinking: pedagogical approaches and technologies.

During the research process, we came to the conclusion that social initiatives are a necessary feature of human behavior, an important component of adaptation to the profession and self-awareness.

N.M. Melnikova in her research shows that social initiative has a number of specific features. This concept, first of all, means the subject's forward movement, the first steps in solving social processes, contradictions, and problems, the search for innovative non-traditional approaches to changing the process, along with the realization of its implementation, leadership in the process of creating important social actions, various forms of the modern world. In this sense, the term "social initiative" is an integral concept with the concepts of "social character", "social innovation", "social creativity".

Based on familiarization with philosophical and psychological works on activity, the researcher has identified the following important features of this concept: activity is always historically conditioned; it is a human manifestation of an important feature of natural relations; individual activity is always purposeful and conscious, directed towards the fulfillment of specific tasks; activity acts as an activating force of the social environment and human development; activity has a clear description, a certain structure and features; activity is manifested in a number of



manifestations depending on the vital needs of a particular person, as well as his personal and physiological age-related characteristics; it is determined not by hereditary influence, but by historically emerging socio-spiritual processes.

Conclusions and Suggestions

Based on the analysis of the literature, it is clear that "competence" - encompasses all the interrelated qualities of a person in his work, that is, competencies - methods of activity, their connection with certain categories in subject processes, the need for a person to have a specific quality in relation to them, and also productive activity, while "competence" - is a characteristic of a person. It is not difficult to see that the connection with competence implies a meaningful interaction with the activity. V.S. Bezrukova emphasizes that "competence" is a manifestation of awareness and mastery of events, processes, and solutions to problems, as well as the projection of the qualities of a person.

The process of forming and educating student initiative and responsibility in them was divided by the researcher into the following three periods in pedagogical and psychological evolution: the first period - the period of the emergence of student public organizations, the development of the political and civic process of youth (mid-nineteenth century); the second period - the period of developing the scientific and theoretical foundations and forms of individual active participation of students in politically significant work activities, related to the transformation of participants in professional activity.

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