

DEVELOPMENT OF THE QUALITIES OF RESPONSIVENESS AND INITIATIVE IN FUTURE TEACHERS

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Abstract

In this article, the pedagogical foundations and priorities of the development of suggestive abilities in future teachers, today have the ability to improve the system of training of educators, improve the skills of educators, develop pedagogical skills and abilities. Each pedagogical ability has its own specificity, and it is illuminated that it is necessary for their educator to know and be able to form these abilities in himself.

In our country, on the basis of advanced foreign experience, research is being carried out to modernize the content of modern training of young teachers for the system of continuing education, to create a learning environment aimed at creating the necessary conditions that allow students to realize their internal capabilities. In the strategy of Action for the further development of the Republic of Uzbekistan, such priorities as "further improvement of the continuous training system, increase the capabilities of quality training services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market" are established.

Keywords: Pedagogical skills, education and development, education, practical skills, continuing education, individual qualities, economic development, educational standards, education and upbringing, scientific and methodological, subjective novelty.

Introduction

In order to develop suggestive abilities in future teachers, it is required to effectively organize their process of obtaining science and preparing for professional activities, pedagogical practices. Professor M, who conducted research in the "moral formation of the teacher" on the areas of development of suggestive abilities. Ochilov describes professional ethics as such, saying that an important basis for suggestive ability is professional-motivational ethics, "there are also moral norms, requirements that apply to people involved in a certain area of activity. Such ethics is called Professional (professional) ethics. There is a certain relationship between

the morality that prevails in each society and the ethics of the profession. It is a relationship between generality and particularity. Professional ethics embodies, clarifies and develops the rules and shortcomings of the theory of universal ethics". It is known that pedagogical femininity (etiquette) of the teacher plays an important role in the manifestation of suggestive abilities. The teacher is tactless, without professional etiquette cannot move towards higher heights. When the issue is approached from this point of view, professor M. Ochilov's words are consistent and consistent with the requirements for the pedagogical skill of the teacher.

Professional competence is a deep study of the knowledge, conic and potential needed by a child teacher to carry out professional activities and their ability to remain in practice. Professional competence implies the acquisition of integrative knowledge and conics by a childlike teacher according to each independent direction, and not a separate konikma, the acquisition of qualifications. Competence also assumes constant enrichment of knowledge according to the field, the study of new information, and, most importantly, the ability to trace scientific information, process it and apply it in its activities. Interest in researching the issue of professional competence of specialists has become much stronger in later times. The variety of views, opinions on this issue does not allow us to create a systematized, unified conceptual model for the time being. O'z-o'zini anglash. Bu yo'nalishga sohaga ko'ra umumiy madaniy va kasbiy bilim egallash, axborot faoliyati tushunchasini bilish va qabul qilish; kasbiy pozitsiyani namoyon etish; o'z-o'zini tarbiyalash uchun talim resurslaridan unumli foydalanish; real faoliyatning qonun-qoidalar bilan muvofiqligini aks o'rganish kabilar kiradi.

Development of information technology skills. In this case, the teacher should master the use of Information Technology in solving fast pedagogical problems; participation in ensuring the impact of Information Technology in the training institution. It is clear to everyone that a person who has not mastered information technology in the present time cannot operate not only in the field of training, but also in almost no field.

Creative activity and independence. This rule provides for the organization of teaching to a piecemeal teacher in such a way that students consciously and actively take over scientific knowledge as well as methods of keeping them in practice. They contain independence, thinking, speech culture and scientific worldview, beliefs in creative initiative and educational activities. The rule of mindfulness of teaching requires that students understand not only the expression of tariffs, theorems, memorization of poetry from literature, etc. in the perception of new rules, but also their content associated with vital phenomena, process.

One of the conditions for the effectiveness of professional activity is the professional readiness of a childlike specialist. Famous Russian psychologist I.K. According to Platonov, "professional training is the subjective state of a person who considers himself capable and prepared to carry out the necessary professional activities and seeks to fulfill it"

R. Ishmuhamedov, A. Abdukodirov and A. The pardaevs argue that the basis of professional training should reflect the "psychological, psychophysiological, physical and scientific-theoretical and practical training of the future specialist." In the development of the professional worldview of students in the conditions of a higher educational institution, the following aspects should be highlighted:



1. in students, the course of the adaptation process has a complex dynamism, requiring a harmonious combination of valuable visions of social and personal significance;
2. the first and, in some cases, the second year of study for students is accompanied by complex situations;
3. in the process of studying at a higher educational institution, students develop a sense of self-awareness, the development of a system of valuable relationships with the environment and being continues;
4. base training workshops are formed in students;
5. the student years have an organizational, methodological and psychological description and are the most important stage of professional and personal adaptation of the person. In fact, professional adaptation is considered a complex and multifaceted process, on the basis of which the opportunities that ensure successful work in a particular profession, the orientation of the individual, professional knowledge, skills, qualifications and professional qualities, labor experience are also manifested in the form of basic criteria.

Analysis and Results

One of the peculiarities of suggestive ability lies in the interrelationship of its teacher personality and professional qualities. Experience shows that a teacher, as a person, should have personal qualities, as well as professional, that is, specialty qualities. We also saw this on the example of the opinions expressed above about the ethics of the profession.

Also, many features of the pedagogical specialty M.Kuronov, B.Muranov and M.The teacher, developed by the ochilovs, is embodied in his professiogram. In Particular, M.Quranov, B.The teaching professionogram of the muranovs is explained mainly in the way of personal and professional qualities of the teacher, his human qualities, knowledge, organization, constructive, Gnostic, communicative skills, practical skills.

Especially in the system of personal qualities: national ideological awareness, national decency, ingenuity, delicate taste, loyalty and conscientiousness to his profession, initiative, childhood, demanding, fairness, pedagogical decency, entrepreneurship, perseverance, being able to govern himself in any situation.

Culture of interethnic communication, observances, sincerity, resourcefulness, confidence in the future, politeness, etc.k.expressed on the example of such qualities as lar, in the system of professional qualities: pedagogical elegance, knowledge of the basics of spiritual and moral renewal, deep understanding of the essence and content of National Education, excellent scientific and theoretical potential, pedagogical creativity, awareness of the educational capabilities of their science, striving to improve pedagogical knowledge, traditions, values, customs of the Uzbek people – having a good understanding of their habits, knowledge of politics, history, culture, spirituality, literature and art, ethics, theology, jurisprudence, local lore, awareness of technical information, ethnopedagogy, ethnopsychology, etc.k. had its own solution in the style of.

Scientific pedagogical research, the experience of our past ancestors and the practical activities of the educational institution indicate that professional skill is acquired by practicing, practicing regular knowledge, practicing, repeating, drawing conclusions, working on the basis of the



conclusions drawn. There are factors that affect the formation of the pedagogical skills of the future teacher – educator in a certain way. Ignoring these factors makes it difficult for professional pedagogical skills to be composed. Their consideration, on the other hand, ensures the development of pedagogical and psychological functions of the teacher's skill, increasing its cultural - historical character.

Conclusions and Suggestions

A pedagogical-psychological study of personal and professional characteristics, functions, structure of teaching activities. N. Sherbakov, N. V. Kuzmina, V. A. Slastyonins attempt to substantiate "directions of teaching activity" in scientific theory and practice. This makes it possible to express the personal and occupational facets of the teaching profession. In Particular, V. A. Slastyonin's own developed the facets of pedagogical activity in the educational manual "Formirovaniye lichnosti uchitelya v prosesse professionalnoy podgotovki". We can see this in the table below.

Qualities of teacher suggestibility

Occupational qualities-professional qualities	Occupational personal qualities
Erudition, directing, mobilization, research, design	Development, persuasiveness, mediation, organization, personal maturity

Let's get acquainted with the content of the suggestive qualities of the educator shown in the table.

Classification of suggestive qualities of the teaching profession:

(a) erudition:

- thorough knowledge of the subject he teaches;
- to have the art of oratory (the skill of being able to state the educational material in an understandable and fluent language);
- ability to humanize knowledge;
- teaching tools (tevarak-surrounding items, actions. models, drawings, schemes, tables, etc., technical means of training: diapositives, diafilms, educational Motion Pictures, sound and video recordings, tutorials and tutorials, devices for controlling students' knowledge, skills and skills, microcomputers);
- able to analyze and evaluate the knowledge, skills and skills of students;
- continuous independent possession of knowledge;
- the personal qualities of the teacher (diligence, creative approach to work, Independence, humility, high civilizability, dexterity, presentability, restraint, responsiveness, meticulousness, perseverance, batartiblik, perseverance, diligence, performance, conscientiousness, impartiality, impartiality, all-round erudition, observability, politeness, love of students and respect for their personality, etc.).

b) directing:

- the system of teaching principles (comprehensive development of the personality of students in the process of education and training, the degree of difficulty of Science and knowledge in

accordance with the capabilities of students, the awareness and creative activity of students under the guidance of a teacher, the development of instruction and theoretical thinking of students, systematicity and consistency, ensuring the transition from teaching to independent system of teaching principles (comprehensive development of the personality of students in the process).

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1. Development:

- age characteristics of students, knowledge of their educational opportunities;
- the ability of students to arouse interest in their science;
- the acquisition of various methods of Education (bayonet-pictorial, reproductive, problematic education, piecemeal or heuristic method, research method).

2. Design:

- be able to design training in his specialty;
- knowledge of the methodological basis of its science, the ability to choose sources of control over the knowledge, skills and qualifications of students on the results of training;
- the ability to organize internal and external relations between subjects in training;
- correctly conduct and draw up the necessary documents;
- identification of the types of basic educational work and the choice of forms of its conduct;
- the qualification of identifying the necessary tools for the science cabinet and enriching it at the expense of hand-made pointing weapons.

3. Mediation:

- ability to lead a group team;
- the occupation of forms of Organization of training (frontal, individual, group);
- the ability of students to work with their parents;
- compliance with moral norms in the process of communication;
- be qualified as a lecturer-promoter.

4. Organization:

- can organize a lesson;
- Group Leader job planning;



- organize out-of-Group and extracurricular activities, public events related to their science and skillfully conduct them.

5. Research:

- the lesson, as well as the ability to critically analyze educational activities;
- conduct and develop less complex pedagogical experiments on education;
- analysis of the experiences of other teachers and their critical use;
- interest in scientific and pedagogical creativity;

Discussion

As we have seen, the teaching profession is a socio-pedagogical phenomenon with both personal and professional qualities. Its clear organization, the correct orientation of the process of student-youth acquisition of knowledge, their needs, interests, motives, goals, forms of implementation are important for the formation of pedagogical skills. Like any activity, pedagogical activity requires knowledge of special training (education), experience, specialization. If the teacher is able to communicate and interact with the students properly, his constructive and organizational activities will also be successful. This is due to the fact that the student-youth interaction can be established, taking into account their age and individual characteristics, as well as influence the students. This is the first condition for the requirements for the teaching profession. By developing suggestive abilities in prospective teachers, it will also be possible to educate leadership qualities in them. The leadership process provides for the interplay of three necessary components, these are:

the presence of a leader, the presence of followers, the presence of a social environment in which leadership interactions are carried out. Among the suggestive abilities and organizational qualities of the teacher, the following are cited: communicability and developed imagination combined with empathy and high sensitivity; joy from clearly expressed altruism and communication combined with the need for respect and self-improvement, impartiality and strength of the soul, high morality, truthfulness and Justice, personal flattery, etc.

Conclusion

One of the important components in the development of the suggestive abilities of the future teacher is pedagogical creativity. Pedagogical creativity in the pedagogical process is always manifested in the ability to apply various methods and forms of new and based education, professional knowledge and personal qualities. Also, the perception of pedagogical ideas, methods of educational activities are also expressed in the skills of completing non-traditional tasks. Also, another component in the development of suggestive abilities is pedagogical optimism. Pedagogical optimism is the belief in one's own strength and ability and the belief in achieving the abilities and capabilities of students, high academic and professional results. In conclusion, the suggestive ability of the future teacher is a quality formed on the basis of the integration of his professional and socio-moral qualities, which makes it possible to educate students on the basis of mental and emotional influence.



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