

# COMPONENTS OF THE SOCIO-POLITICAL WORLDVIEW OF FUTURE TEACHERS

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## Abstract

In this article, the modern educator aims to engage not only with children but also with the educational, cultural, and spiritual-educational upbringing of adults. In the Republic of Uzbekistan, it is approached as the main means of forming the spirituality of a harmoniously developed personality. Reflections are made on the basics of pedagogical methods for improving the socio-political worldview of future teachers.

**Keywords:** Pedagogy, worldview, improvement, socio-political, future teacher.

## Introduction

Pedagogy studies the laws, structure, and mechanisms of the educational process, defining the content, principles, forms, methods, and directions of educational and training work. The upbringing, education, and formation of the individual are the main functions of pedagogy. Educating the individual is considered a fundamental concept and refers to the joint activity of the family and society aimed at forming a well-rounded individual. With the help of upbringing, the establishment of spiritual aspects of a person's personality is envisaged. Worldview, faith, goodness, beauty, goodness, a just attitude and the transformation of skills into personality traits are realized only through upbringing.

Activity aimed at mastering the set of knowledge, skills, and abilities necessary for living, living, and carrying out activities among people expresses the concept of education. As a result of training, the individual is provided with the necessary knowledge and has the opportunity to receive special education at various levels in the future. As a result of upbringing and education, certain personal qualities are formed in a person. Through upbringing and education, a person acquires spiritual and intellectual qualities that they did not have before. This condition continues continuously throughout a person's life and contributes to their development.

In pedagogy, there are several fields and sections that arise from the study of aspects of the educational process. Didactics is the field that deals with the goals, objectives, principles, and methods of teaching. The development of a person's moral qualities and the formation of spiritual aspects such as faith, worldview, and morality are included in the theory and practice of pedagogy. The laws of organizational pedagogical work, such as the organization, organization, and management of education and upbringing, are developed by the school studies branch of pedagogy. Pedagogy always deals with people of a certain age, with a certain life and mental experience. Therefore, considering the age characteristics of the student is crucial in defining the laws of pedagogy.

Methodological disciplines that teach the laws and methods of teaching certain academic subjects are also considered branches of Pedagogy. In relation to these, didactics is considered a general methodology, and the methodology of each individual subject is considered specific didactics. However, this type of limitation is quite conditional. Thus, the methodology of teaching literature is a specific didactics in relation to didactics, and at the same time, it performs the function of a general methodology in relation to the methodology of studying the history of classical literature, the methodology of studying foreign literature, and the methodology of studying folklore. Specific methodologies can develop only when they rely on general didactics and are based on its theoretical generalizations. At the same time, the didactic regularities applied to each specific subject are enriched by the peculiarities of the experience of teaching this subject, concretizing common aspects, and

In connection with the study of the content and activity of a modern teacher, the issue of expanding the role of his "repertoire" deserves attention. The model of a teacher's labor behavior includes motivational, target, and executive blocks of professional activity. The executive block of a teacher's professional activity, along with regulatory and labor skills, includes professional roles that ensure the teacher's interaction with all subjects of the educational process.

These include the roles of analyst, idea producer, resource explorer, motivator, coordinator of actions, implementer, finalist, communicator, and others. Based on the dissertation materials of recent years and taking into account the trends of modern educational practice, this list can be easily supplemented by the roles of tutor, facilitator, leader, consultant, etc., which, in our opinion, is one of the reasons for the intensification of modern pedagogical activity and a significant increase in energy consumption.

A person's orientation towards pedagogical activity determines their worldview, interest in the pedagogical profession, and ability to engage in it. N.V. Kuzmina emphasizes that a person's orientation towards pedagogical activity occurs in three different situations:

- 1) true pedagogical;
- 2) officially pedagogical;
- 3) false pedagogical orientation.

In the organization of pedagogical activity, only pedagogical training in the first case contributes to achieving high results. The main motive of true pedagogical orientation is interest in pedagogical activity. Researchers (N.V. Kuzmina, G.A. Murray, A. Adiner, N.A. Aminov, and others), studying the motives of a person's aspiration for pedagogical activity, divide them into the following three types:

- motives expressing the presence of reasons based on coercion;
- motives based on interest in studying certain subjects;
- reflecting the presence of a desire to communicate with children motives

In conclusion, it can be said that the processes of education and upbringing in pedagogy

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worldview, and morality are included in the theory and practice of pedagogy.

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