

**MODERN PROBLEMS OF PEDOGOGY AND PSHYCHOLOGY**

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PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF PROFESSIONAL ADAPTATION OF FUTURE TEACHERS

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Annotatsiya – maqolada bo'lajak o'qituvchilarni kasbiy moslashtirishning pedagogik-psixologik jihatlarini haqida ma'lumotlar keltirilgan. Jamiyatdagi o'zgarishlarning mutaxassislariga ta'siri, ularni kasbiy moslashtirishning xususiyatlari haqida ham fikrlar yuritilgan. Shu bilan birga pedagogik va psixologik jihatlar misollar yordamida tahlil qilingan. Bundan tashqari mutaxassislarning kasbiy bilim va shaxsiy sifatlariga qo'yilayotgan zamonaviy talablar haqida ham yoritilgan.

Kalit so'zlar: bo'lajak o'qituvchilar, kasbiy moslashtirish, pedagogik-psixologik jihatlar, mutaxassislar, kasbiy bilim, shaxsiy sifatlar, zamonaviy talablar.

Аннотация - в статье представлена информация о педагогических и психологических аспектах профессиональной адаптации будущих учителей. Обсуждается влияние изменений в обществе на профессионалов, особенности их профессиональной адаптации. Однако педагогический и психологический аспекты анализировались на примерах. Также он охватывает современные требования к профессиональным знаниям и личным качествам профессионалов.

Ключевые слова: будущие учителя, профессиональная адаптация, педагогико-психологические аспекты, специалисты, профессиональные знания, личностные качества, современные требования.

Abstract - the article provides information about the pedagogical and psychological aspects of professional adaptation of future teachers. The impacts of changes in society on professionals, the specifics of their professional adaptation are also discussed. However, the pedagogical and psychological aspects were analyzed using examples. It also covers the modern requirements for the professional knowledge and personal qualities of professionals.

Key words: future teachers, professional adaptation, pedagogical-psychological aspects, specialists, professional knowledge, personal qualities, modern requirements.

Introduction. Changes in society, modern requirements for professional knowledge and personal qualities of specialists have created the need to update the content of education in pedagogical universities, innovative forms and methods of teaching, the widespread introduction of modern information technology in practice. On this basis, a number of measures are being taken today to improve the material and technical support of pedagogical universities, to expand the range of educational and methodological opportunities. However, the current content of professional training of future teachers has not been improved in accordance with the modern requirements for the pedagogical specialist; the results of research in this area are not fully implemented



in practice, opportunities in the training of specialists in pedagogical universities and diagnostics of the current situation. The incomplete introduction of innovative technologies into the educational system of educational institutions requires a conceptual approach to the research problem.

Literature review. Socio-historical foundations of professional education were laid by Eastern thinkers, including Musa Khorezmi, Ahmad al-Fargani, Abu Nasr Farabi, Abu Ali ibn, who worked at the Khorezm Scientific Center (IX-XII centuries) called "Ma'mun Academy". In the works of Sino, Abu Rayhan Beruni, Zamakhshari, Burhaniddin Margilani, the connection of professional education of young people with the interests of the individual, the needs of society and genetic factors is scientifically and theoretically substantiated [1]. Career guidance, career choice, and vocational training have been extensively studied by educators and psychologists, who have developed their own approaches. Including V.A. Slastenin, N.N. Azizxodjaeva, J.G. Yuldashev training through innovative technologies; SH.E. Qurbanov, E.A. Seytkhalilov, F.Yuzlikaev, N.Muslimov, SH.Sharipov, N.Egamberdieva studied the problems of vocational education on the basis of integration between the individual, society and industry [2].

Analysis. Modernization of higher education institutions and their educational process, improving the quality and monitoring of the system of training of pedagogical specialists, equipping future teachers with modern professional knowledge, skills and abilities, the formation of acmeological motivation for professional activity is one of the important tasks in the process of formation of professional training of specialists. The experience of developed countries, in particular, the United Kingdom, Australia, Switzerland, Germany, Malaysia, and Canada in the training of specialists shows that the main task of vocational education is to develop students' intellect and logical thinking based on the specifics of the chosen specialty. The professional training of students is provided on the basis of this task[3]. The main criteria for professional training are the practical training of the future specialist and the acquisition of knowledge, skills and abilities in the field of specialization, the level of adaptation to the requirements of professional activity. Indeed, vocational training represents the level of knowledge, skills and competencies necessary for the further development of the moral and professional qualities of the specialist, the formation of professional competence throughout his career. The practical implementation of these tasks requires the most important of the issues facing pedagogical higher education institutions, namely, innovative approaches to the process of training future teachers. This includes [4]:

- the creation of continuing vocational education programs based on the requirements of the labor market and the latest achievements in science, technology, engineering and economics;
- establishing a strong integration between continuing education, science and industry;
- provision of educational institutions with modern material and technical base and teaching materials [5];
- involvement of highly qualified teachers, methodologists and engineering teachers in the higher education system;



- development of cognitive activity, creative abilities of future teachers, as well as their active professional motivation;
- one of the necessary factors is the widespread introduction of innovative teaching technologies in the educational practice of higher education institutions.

These factors, which determine the effectiveness of the process, create the need for fundamental research to improve the content of vocational training, ensuring the practical implementation of the social requirements for the system of training junior specialists in the context of the National Training Program. It is known that in the pedagogy of the East, where the issues of career choice, career guidance, professional education are combined with mysticism, the "Holy Qur'an", which has been an important source in the formation of the spirituality of our people for thousands of years, is reflected in the scientific heritage of the great thinkers Muhammad Ismail al-Bukhari, Muhammad Isa at-Termizi, Mahmud Qashqari, Abu Nasr Farobi, Yusuf Khas Hajib, Hussein Waz Kashifi, Amir Temur, Alisher Navoi in the form of rare ideas. Evidence of this can be seen in Abu Rayhan Beruni's commentary on teaching. Beruni believed that choosing a teacher to teach young people was the first and foremost task of parents [6]. This requires the teacher to be polite, honest, knowledgeable about his subject and the rules of teaching, clean, exemplary in walking and standing. If, says Beruni, the educator is not an example, if he does not follow what he says, his demands and upbringing will be ineffective. In the works of Mahmudhoja Behbudi, Abdulla Avloni, Abdurauf Fitrat, who are considered to be the founders of pedagogy of the new period, the role and services of education and the teacher in this process are interpreted in a unique way based on the socio-political life of the period. In particular, Abdullah Avloni focuses on the work of a teacher, entrusting the intellectual development of the child not to the family, but to the school, to teachers: "The education of thought is the most necessary, long-cherished, revered, sacred duty of teachers. Thought makes a person virtuous, zealous. This education needs the help of teachers, and the strength, beauty and breadth of thought depends on the education of the teacher," he said [7].

Discussion. Indeed, Abdullah Avloni gave a broad description of the personal and professional qualities of a teacher: the personal qualities of a teacher, that is, morality, decency, knowledge, intelligence, ingenuity, intelligence, intelligence, are the main basis for the educational process. However, creative research suggests that the search for new forms, methods, and means of reading and teaching is one of the most important professional qualities of a teacher. In this way, Abdullah Avloni promotes an acmeological approach to teaching in the image of his time. Abdurauf Fitrat's works also focus on education [8]. In particular, the scientist stressed the need for new reforms in the educational process, especially in the organization of student-teacher interaction, out of the old stereotypes, and for this, putting an end to the ignorance of teachers (old school teachers), explains the need to radically change the methods of teaching them according to the individual abilities of students. The problem of professional adaptation of future teachers through the modernization of the system of continuing education and content improvement still forms the basis of modern pedagogy. In modern pedagogical and psychological research in recent years, the problem of shaping the professional training of future teachers has been widely studied and its scientific and theoretical basis has been formed [9]. In particular, in the system



of continuing education, organized on the basis of the national model of training, the problems of education quality management, education management SH.E. Qurbonov, Researched by E.X. Seytkhalilovs, a model of education quality management has been developed to solve this problem.

1. Management and quality control of education in the system of secondary special and vocational education, which is one of the important links in continuing education, theoretical and organizational-methodological bases are extensively studied by U.I. Inoyatov. In his research, U.I. Inoyatov developed a model for the implementation of quality control in education, forming an effective management structure of the professional college [10].

2. In the research of the pedagogical scientist N.A. Muslimov on the basis of the integration of pedagogical and technical knowledge the problems of professional formation of teachers of vocational education working in the system of secondary special, vocational education, modeling of his professional and pedagogical activity, future Methodological bases of standardization of process of training of the teacher of vocational education, a technique of an estimation of level of formation of the future teacher of vocational education and practical possibilities of pedagogical disciplines in the professional formation of the teacher of vocational education focused.

3. pedagogue-psychologist researchers M.I. Dyachenko and A.M. Stolyarenko describe the professional training of future teachers in relation to their current levels of adaptation as follows [11]:

a) The initial potential readiness of the individual for professional activity, i.e., the static components of the mental basis of professional activity, knowledge, skills, abilities, necessary qualities and the level of professional capacity required by the individual.

b) It is characterized by a person's direct and immediate readiness for professional activity, that is, the agility, flexibility, mental and physical condition of the specialist, his focus on solving specific problems in any situation and situation.

Conclusion. Based on the final analysis of the results and the level of effectiveness of pedagogical and experimental work, the following conclusions were drawn from the research work:

1. As a result of the analysis of the theory of professional adaptation of future teachers, its scientific and theoretical foundations were studied.

2. The need to improve the content of professional adaptation of future teachers at the level of modern professional requirements and recommendations for the pedagogical specialist.

3. The results of the experiment confirmed that the need for an innovative approach to the organization of the educational process in the professional adaptation of future teachers and the existence of the created pedagogical conditions have an effective impact on the formation of professional adaptation of professionals.

4. The creation of new teaching materials, the introduction of innovative forms and methods of teaching in the educational process and the establishment of a systematic monitoring process is important in ensuring the cognitive activity of students, developing their professional and creative abilities and the formation of professional training proved to be important.



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PSYCHOLOGICAL CONTENT AND STRUCTURE OF THE EDUCATIONAL PROCESS

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Annotatsiya. Maqolada ta'lim jarayoni alohida tashkil etiladigan hamda boshqariladigan faoliyat ekanligi, u o'quvchilarning o'quv faoliyatlarini tashkil etishi va ularni boshqarishi, ta'lim jarayoni besh elementdan iborat ekanligi haqida ko'plab fikrlar keltirilgan. Bundan tashqari maqolada ta'lim jarayonini tashkil etish: ideal va amaliy faoliyatning u yoki bu turini muvaffaqiyatli tashkil etish uchun zarur bo'lgan tashqi olamning muhim ahamiyatli xossalari xususidagi axborotning o'zlashtirilishi, faoliyatning ana shu barcha turlari tarkib topgan usullari va jarayonlarining o'zlashtirilishiga bog'liqligi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: ta'lim jarayoni, ideal va amaliy faoliyat, axborotning o'zlashtirilishi, ta'limning metodlari, pedagogik muloqot.

Аннотация. В статье содержится множество идей о том, что учебный процесс представляет собой отдельную организованную и управляемую деятельность, он организует и управляет учебной деятельностью студентов, учебный процесс состоит из пяти элементов. Кроме того, в статье рассматривается организация учебного процесса: получение информации об основных свойствах внешнего мира, необходимых для успешной организации того или иного вида идеальной и практической деятельности, овладение методами и процессами. По всем этим видам деятельности дается информация о зависимости.

Ключевые слова: образовательный процесс, идеальная и практическая деятельность, получение информации, методы обучения, педагогическое общение.

Abstract. The article contains a lot of ideas about the fact that the educational process is a separate organized and managed activity, it organizes and manages the learning activities of students, the educational process consists of five elements. In addition, the organization of the educational process in the article: the acquisition of information about the essential properties of the external world, necessary for the successful organization of this or that type of ideal and practical activity, the mastery of methods and processes that include all these activities information about the dependence is given.