



REVIEWS OF PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL-PEDAGOGICAL ACTIVITY

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| Article history: | Abstract: |
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| Received: 6 th April 2021 Accepted: 22 th April 2021 Published: 8 th May 2021 | The article deals with such issues as the preparation of future educators for professional and pedagogical activities, the factors that shape the quality of their competence, the areas of professional development. |
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The reforms being carried out in our country in all spheres are gaining recognition in the world community for their scale, content and pace. In particular, changes in the education system, which are in line with the description of the radical turn, are taking place in all spheres of the industry, but also require a huge responsibility from every employee working in it.

The Resolution of the President of the Republic of Uzbekistan No. PP-4963 "On measures to support research activities in the field of public education and the introduction of a system of continuous professional development" is another evidence of the serious attention paid to the development of the sector. Nowadays, "lifelong professional development training" is being introduced, which provides for the annual training of employees working in public education [1]. It also imposes a number of responsibilities on higher education institutions that train specialists for education.

Because the annual graduates should not only increase the number of employees in the industry, but also serve to improve quality indicators. To do this, higher education institutions that train teachers should consider the basics of their activities, as well as the development of comprehensively mature, practice-ready, advanced pedagogical and information technology personnel. This is especially important for the pre-school education sector, which has not been formed much as a separate system.

A highly competent specialist is recognized as a cornerstone of development in any field. "Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires constant enrichment of professional knowledge, learning new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their work. [4;5].

The work on the formation and improvement of professional competence should become a process of continuous development of the educator, in our opinion, should begin from the student period. In our country, the basic organizational conditions for this have been established. A vivid example of this is the significant increase in the number of universities that train specialists for the preschool education system in recent years, the opening of new faculties and departments in a number of universities.

The compliance of the system of professional and pedagogical education in higher education institutions with modern requirements is also related to their flexibility. Through this, the university effectively responds to the growing demands of the industry, quickly adapting to the constantly changing situation in the education services and labor market. Today, the professional competence of future educators, their practical readiness for educational activities depends on a number of factors. Of particular importance are:

a) Mastering information and communication technologies; b) knowledge of the design of the educational process; c) continuous self-education (self-education).

The mastery of information and communication technologies in modern conditions is not enough for the educator to be just a user, it is necessary to talk about improving ICT competence. There are three levels of this competence. The first basic level is the invariability of knowledge, skills and experience that educators need to solve educational problems using general-purpose information and communication technologies.

The second level (technological, thematic) - the introduction of specialized technologies and resources in educational activities, developed in accordance with the requirements of the content and methodology of mastering and teaching ICT. The third level (psychological-pedagogical, methodological, creative) - the development of their own electronic means of educational purpose, the use of ICT in solving professional and personal problems. Having a sufficient level of qualification in ICT plays an important role in improving the professional competence of future

(modern) educators. Achieved competence is reflected in the ability of the educator to work on himself after the student, to improve knowledge, skills, abilities, to know how to design the educational process and apply them in practice.

Knowledge of the design of the educational process opens a wide range of opportunities for the educator. Preparation of the future educator for project activities is carried out through the following processes: development of planning skills (clear formulation of the goal, identification of key steps, deadlines and means to achieve the goal); improving information selection and processing skills (selecting and using the right information); development of expert and analytical skills (creativity and critical thinking);

development of subject skills (expected results of activities); formation of a positive attitude to project activities (initiative, diligence, commitment to work in accordance with the established plan and schedule. Design and proper planning have a qualitative impact on improving the skills of the future teacher.

The habit of constantly working on oneself (self-education) is also a virtue of any professional in general. It is even more important in the field of pedagogy. These are several areas of professional competence that future educators should be familiar with and then work independently on these areas in their pedagogical activities. They are:

- * professional (thorough mastery of science-based subjects, continuous awareness of innovations);
- * psychological and pedagogical (work with students and parents, building relationships);
- * psychological (trainees, having a certain image of colleagues, communication, the art of influence, leadership qualities, etc.);
- * didactic (pedagogical technologies, methods, forms, methods and tools, such as the possibilities of didactic games [2]);
- * legal (knowledge of the legal basis as a person and a citizen, normative documents as a specialist);
- * aesthetic (building relationships on the basis of the most beautiful humanity, directing activities to the formation of positive emotions);
- * knowledge of foreign languages, regular access to foreign language sources, acceptance of foreign sources according to local conditions and opportunities;
- * deep mastery of information and computer technologies;
- * protection of health (in pedagogy, as in any activity, health is the basis for the realization of one's potential);
- * interests and hobbies within the national mentality, professional ethics.

These areas define the following specific types of activities that organize the process of work of existing teachers and future educators, directly or indirectly contribute to the professional development of educators:

reading pedagogical periodicals and relevant literature has a special place. It is precisely getting to know them that is the leading factor in getting acquainted with scientific news;

getting acquainted with the data on the Internet, sorting them will help to create a backup for daily activities; solving problems, exercises, tests, crossword puzzles and other tasks that are presented in the daily media or through other means (if possible in the field) also sharpens the mind as an expert;

participation in seminars, trainings, conferences and classes of colleagues organized at various scales is very useful for professional growth;

professional development, retraining or participation in advanced training courses organized in a certain topic, direction, their systematic completion also raises the educator as a teacher;

holding open sessions, listening to colleagues' attitudes, assessments - this is a necessary form of activity, such as self-reflection;

information and computer technology research activities will be the closest assistant to improving the quality and effectiveness of education;

Visiting thematic exhibitions and thematic excursions will be a factor of pedagogical outlook in general, deep mastery of the basics of science, effective assimilation to students;

maintaining a healthy lifestyle, engaging in sports and physical activity ensures that the educator is always ready for activity, maintains a positive attitude and high mood, which has a great impact on the effectiveness of training.

The most effective way of professional growth is the direction of self-education. Self-discipline is a necessary condition of the educator's professional activity. Society has always placed the highest demands on the educator and will continue to do so. You need to know more than anyone else to teach others. The ability to self-educate is not formed in a teacher along with a university diploma. The scientific research of pedagogical scientists F.Haydarov and N.Muslimov on this topic is noteworthy [3].

Scholars have argued that the most important aspect of the formation of the professional activity of future educators and teachers depends on the chosen profession and labor activity, in which the system of goals is aligned with needs and motives [2; 8-9]. Although a number of studies have been conducted on various issues to improve the training of future educators, this problem cannot be said to have been fully explored. Some authors disagree on the feasibility, necessity, and sometimes expediency of using specific technologies, forms, methods, techniques, and teaching aids for these purposes. The specific features of pedagogical education in general and their manifestation in the educational practice of higher education institutions in particular have not been fully taken into account.

Therefore, the continuation of research in the field of training future educators, in particular, the development of approaches to improving its pedagogical component is a topical area of scientific and practical research.

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