



SCIENTIFIC THEORETICAL BASIS OF USING MODERN METHODS IN PSYCHOLOGICAL EDUCATION DEVELOPMENT OF PEDAGOGICAL SKILLS IN PROFESSIONAL ACTIVITY

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Abstract

At the same time in the world, on the basis of international best practices, improvement of the practical technological system and pedagogical processes of developing the pedagogical skills of future teachers in higher education institutions; formation of pedagogical skill development mechanisms; professional reflection, self-activation, non-standard pedagogic solutions, selections on pedagogic skills and development of pedagogic skills in multi-level education systems are recognized as urgent problems.

Keywords. Psychology, pedagogy, technological system, experience, pedagogical skill, educational system.

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Increasing the status of teachers worldwide in the conventions of the United Nations Organization on Education, Science and Culture "On Technical and Vocational Education" and "On Combating Discrimination in the Field of Education", the Agreement on "Import of Materials of Educational, Scientific and Cultural Content", much attention was paid to the issues of developing the pedagogical skills of teachers based on international qualification requirements. According to these documents, the creation of equal conditions for the quality of education of teachers of educational institutions and student-teachers, exchange of experience and support in the development of their pedagogical skills and qualifications, focusing on the introduction of innovative pedagogical technologies into the educational process is of particular importance [1].

In our country, serious attention has been constantly paid to the issue of providing the education system with qualified pedagogic personnel. In particular, in the Strategy of Actions for the further development of the Republic of Uzbekistan, one of the priority tasks for the comprehensive development of the higher education system in 2017-2021, "continuous improvement of the quality and level of professional skills of teaching staff" is recognized as one of the most important tasks [9]. In this decision, one of the main factors that serve to guarantee the quality and effectiveness of education in this system - the development of pedagogical skills of future teachers in higher educational institutions of pedagogy for the preparation of qualified pedagogic personnel - is included among the most urgent problems awaiting their solution.

Today, it is necessary to create a solid foundation for the development of pedagogical skills of future teachers. Deep study of the science of "Pedagogical skill" is of great importance in finding a solution to these problems in higher pedagogical educational institutions. Today, he trains young people ideologically and politically, teaches them the laws of nature, society, social life, development of thinking, prepares young people for work, helps them master professional secrets, and solves important social and economic situations for society.

To raise the young men and women of our country to become educated persons at the level of modern requirements, to train competitive specialists who meet all the requirements of the currently developing world economy and the free labor market - teachers are required to have excellent pedagogical skills. For this reason, well-known

pedagogic scientists working in our country and developed foreign countries pay serious attention to the issue of pedagogical skill formation as a special problem in the training of future teachers. Pedagogical skills are the art of education that every teacher and youth coach needs to achieve and regularly improve. This is a comprehensive system that requires the teacher to conduct education in the pedagogical system at the level of modern requirements, to regularly acquire professional skills and qualifications aimed at improving the knowledge, outlook, thinking, abilities and skills of students in all aspects.

Pedagogical skills are "masters of their work or innovators [2]. A skilled teacher is a high-level cultural worker, a master of his work, a mature thinker who perfectly mastered his subject, a possessor of worldly knowledge with a deep knowledge of educational methods, psychological knowledge, innovations in various fields of science and technology, a sincere lover of children, a patriot, selfless person. In the pedagogical system, the essence of pedagogical skill is manifested in the teacher's actions as a person during the professional performance of tasks and is a guarantee of success in pedagogical activity (Fig. 1.1).

The future teacher's path to develop his pedagogical skills and reach the peak of his skills is a difficult and continuous process. In the figurative expression of K. Rodgers, this "journey" continues to form throughout his life. There are many approaches to defining the main stages of a teacher's professional development. In particular, in one of such approaches recommended by the research scientist E.A. Klimov [3], he singles out the following periods in the life path of an excellent pedagogical profession holder:

Optant (or optante, option period) is the stage of young people choosing a profession.

Adept (age of adept) - a person consciously chooses the profession he is interested in and takes it in special professional educational institutions (vocational college, academic lyceum, higher education institution, etc.).

Adaptant (or adaptation, the period of "getting used to" work in the chosen profession of a young professional). Especially in the career of a young teacher, this period is associated with entering practical pedagogical activities, finding a fair way to independently get out of the situation when non-standard, often unexpected conflict situations arise. For a teacher, this period is considered to last 3-5 years (it should be noted that young teachers leave their profession during this period).

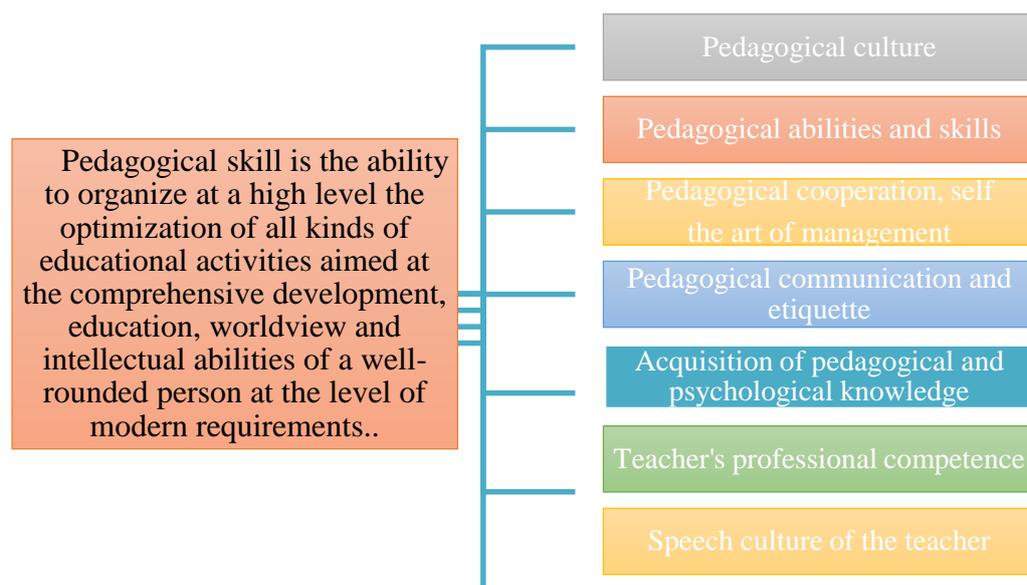


Figure 1.1. Branching of pedagogical skills.

Internal (or the period of entry into specialization) - the teacher becomes an experienced pedagogue with skills and qualifications who can perform his main professional tasks independently and successfully. Master (the period of full mastery of professional skills) - a pedagogue is distinguished by his special qualities, skills and qualifications in terms of character traits, or becomes a universal specialist who can easily find his way in various areas of professional activity, to his natural direction, to his unique, unrepeatable style of professional activity. always achieves positive results. Prestige (the period of gaining prestige, respect) - the teacher, as a skilled master of his profession, achieves great success in his field or in a field outside of it, becomes popular in the community, has a huge pedagogical experience that can solve any task specific to his professional activity. Mentor (or period of mentorship) - the teacher has his colleagues, followers, students from among his colleagues in the pedagogical team at the educational institution, shares with them the pedagogical experience he has accumulated over the years, helps their professional effectiveness and the formation of a personal school of pedagogical skills [4]. Three components take the lead in the formation of the teacher's professional skills and the successful passing of the main stages: the period before higher education (secondary special pedagogical education); higher education (higher pedagogical education); post-higher education (additional pedagogical education carried out in training and retraining of pedagogical personnel) period. Most of the young men and women who have chosen the teaching profession aspire to higher educational institutions of pedagogy without having secondary pedagogical education and acquire the initial information in professional

formation at the level of general secondary education schools or secondary special vocational education. And someone does not think about the choice of profession at all, and without thinking about the specific difficulties of the teaching profession and pursuing completely different goals unrelated to the profession, they aspire to study in pedagogical higher education institutions. The analysis of the results of annual surveys conducted among first-year students of higher educational institutions of pedagogy shows that half of the students say that they chose a higher educational institution with a view to pedagogical activities. However, the number of such students is decreasing every year. With the global changes taking place in the current period, the development of information and communication technologies, the number of demands placed on the education of a well-rounded person and pedagogical activity in a complex cultural and spiritual, social and economic situation, the original preparation (motivational, theoretical and in practical terms) there is a huge difference and conflict between the level. To solve these conflicts, it is necessary to solve some problems in the pedagogical education system. Pedagogical scientist U.I. Inoyatov [6] emphasized that, as a result of ongoing fundamental reforms in the educational system, important requirements are being set for the training of pedagogic personnel and increasing their potential as specialists in all aspects. - emphasizes the need to pay serious attention to the formation of communicative qualities, social behavior and communication skills. Training of qualified pedagogical personnel, further development of their pedagogical skills, social behavior, pedagogical-psychological knowledge, communicative skills, high thinking, intellectual and professional potential, spiritual and moral

qualities, political literacy, responsibility for their professional activities and up to the level of modern requirements. To improve the system of training of pedagogic personnel, it is appropriate to organize the following activities in a targeted manner: to harmonize the work of spiritual and moral education with the goals and tasks of higher pedagogical education. Creating a "spiritual image of a modern pedagogue"; creation and implementation of technologies for the harmonious development of the intelligence and abilities of future teachers, characteristic of their general and professional activities; development and wide use of new and effective methods of material and spiritual motivation of social activity; A practical measure for the development of future teachers' pedagogical skills and additional skills related to professional adaptation - formation of a generation of further strengthening activities". It should be noted that the problem of developing the pedagogical skills of future teachers has not lost its relevance in the current modern conditions, but is becoming more important. However, at present, optimal solutions of this problem at the theoretical and practical levels have not been fully expressed in scientific research. This creates contradictions due to the lack of understanding of the need to develop the pedagogical skills of future teachers and the lack of mechanisms to achieve this goal. In higher pedagogical educational institutions, future teachers acquire in-depth knowledge of specialized subjects and acquire professional skills and qualifications. A teacher who has professional training based on this mechanism does not always achieve the expected results in the activities after the higher pedagogical educational institution, which indicates that there are unknown laws that lead to contradictions in the effective application of the knowledge and professional skills acquired by the teacher in practice. The main directions of reorganization of the system of professional training of pedagogical staff are related to the leading trends in the development of professional education, which reflect global, national and regional trends. They include: ensuring continuity of education; humanization; socialization; democratization; integration; intensification. Ensuring continuity of education. Vocational education is considered today as a continuous process in which the continuous professional and personal development and improvement of specialists, the expansion of their opportunities in the context of a change in the quality of work, both within a particular profession and in the conditions of changing the field of professional activity, require the expansion of their opportunities, and the requirements of modern production. The essence of continuous education is defined in the report of UNESCO entitled "Learning to be", in which the

state of a person who opens up to new experiences is understood [5]. However, the interpretation of this provision has been narrowed due to the tendency to view continuous education as only periodic education or training in a certain period of time. The purpose of continuing education is that, in the conditions of basic professional education, a person acquires knowledge, skills and abilities that allow him to independently educate and improve himself, to be able to freely find a way in the complex framework of social and pedagogical problems, to successfully adapt to changed conditions and to acquire the necessary knowledge and skills. to be able to form a system of qualifications. This trend is reflected in the creation of a multi-level pedagogical training system, educational programs that ensure the interaction and coherence of the content of pedagogical education in all its stages (secondary special, higher, post-diploma education) and are aimed at the continuous development, socialization and professionalization of a person acquiring a specialty. Continuity of vocational education and coherence of educational programs is ensured by the introduction of state standards of secondary, secondary special and higher vocational education. The humanization of education as a leading trend in personal development means that education is oriented towards a person and his improvement, creating conditions for the development of his individuality and its manifestation in social life. Education should protect a person from immorality, from losing his uniqueness, from the danger of getting bored with life, the world of nature and culture, he himself feels the need for education to live and strive, it is aimed at fully satisfying his higher needs for self-expression, spiritual, social and professional formation. Humanization of pedagogical education requires that a future teacher with his own needs, motives, goals, and attitudes is the highest value in the pedagogical process of a higher education institution. This trend is the presence of educational technologies that create not only the goals, but also the content of pedagogical education, "situations that make a person's decision" (V. Serikov), and ensure that the student becomes a subject of educational and professional activity; changes in the system of relations in the pedagogical process; this requires criteria for evaluating the effectiveness of the process. The development of pedagogical education in the direction of humanization requires the planning, organization and implementation of professional training of future teachers at the level of modern requirements. This, in turn, is carried out on the basis of various approaches that are personal, individual, cultural studies, axiological, oriented to the person and the profession. These approaches, in turn, ensure the perfect formation of a graduate

with wide cultural and spiritual, scientific, social and professional potential - a professional. Socialization of education is a promising trend to change the structure and content of professional education according to the requirements of life needs. This implies not only an increase in the contribution of social sciences in the curriculum, because their quantity does not always translate into quality. The sciences of ethics, aesthetics, psychology, history, and literature, which are based on the analytical and logical understanding of various scientific categories and evidence, do not always affect the deep inner world of a person, do not shape the emotional values of a person towards the world and himself, and his attitude towards nature and society. Socialization of pedagogical education is one of the ways leading to understanding of the future teacher's spiritual and cultural world, human relations to himself and the environment, his place in the world of complex information technologies. The essence of socialization is the "humanization" of knowledge, turning it into a tool for the spiritual development of a person. Democratization of education is the result of humanization and is considered as an expanded system of rights and freedoms of all participants of the pedagogical process, first of all, students who are future teachers. It refers students to individual study, externship, distance education and various other modern education services, alternative forms of education; their importance in positively solving various organizational problems in the educational institution is increased, the self-management system of students is developed. Manifestation of this tendency accelerates the transition to individualization and differentiation of education. This is done by free choice of courses, ways and methods of individual study. The rights of the educational institution in determining the specializations, curricula and programs implemented on the basis of professional education are greatly expanded. At the same time, it is necessary to take into account various phenomena that threaten professional education in the conditions of democratization. There are two objective trends in the education system of any country. The first is to create equal educational opportunities for everyone; in which it is achieved due to the uniformity of education. The second is related to the variability of education, which provides the unique needs and interests of the individual. It is necessary to take into account the problems and shortcomings of the implementation of this system, while emphasizing the positive aspects of the pedagogical process, which are humanized and democratized, and are manifested in the orientation of the individual. Currently, pedagogues from developed foreign countries in America talk about the decline of the general level

of education in the conditions of free choice of subjects, and the fact that the state education standards do not meet the requirements of the present time. In their opinion, the American education system is producing professionals who are like crooked trees stretched on one side and stunted on the other. The introduction of state education standards in our country should prevent such a risk. At the same time, the standard gives freedom to the educational institution in determining the variability of education. By democratizing education, one should not forget that the rights of some participants in the pedagogical process should not be extended at the expense of other participants. Educational integration. The integration trend should provide future teachers with opportunities for integrated professional preparation that allows them to move freely in the rapidly changing field of education, successfully socialize and enter the cultural sphere. A group of various pedagogical specialties allows to expand the federal interests in the training of specialists at the general network and general production level. The educational potential of specialists trained in integrated specialties is complemented by a more generalized system of knowledge, which allows to reduce their size and reduce the educational load for students, at the same time increases the professional speed of new categories of specialties. Integration processes require the expansion and integration of narrowly specialized professional education in the rapidly developing social life, science and industry. The implementation of integration provides an opportunity for the following processes: to ensure that the specialist determines and demonstrates his direction in various areas of professional and related activities; creating conditions for the formation of a holistic view of the world and the field of work; to develop the systematic thinking of an experienced professional, which allows to cover the events happening in the world together with all their connections; ensuring the full and comprehensive development of a person, i.e. social, economic, physical, spiritual, intellectual; establishing the interaction of education with practical pedagogical activity; to systematically solve the problem of overloading students with excessive tasks. Intensification in education. (increasing the effectiveness of education) The occurrence of this trend in professional education is the complication of professional activity and social life, the rapidly changing socio-economic and production conditions, the rapid development of science and modern technology, which requires students to work as efficiently as possible, and prepare for intensive mental and practical activity. is related to Intensification can be seen as achieving the effectiveness of professional training based on

systematic improvement of the professional education process. This trend reflects not only the socio-economic needs of the society and the individual, but also the basis of the psychological-pedagogical and medical-physiological development of the individual. On the basis of this trend, the ideas of psychologists of our country about the conditions of rapid development of a person formed in the principles of developmental education are expressed (L.S. Vygotsky [58], V.V. Znakov [80], P.Ya. Galperin [5], V.V. Davidov [6]). The tendency of intensification is manifested in the following situations: in the social meaningfulness of students' lives; intensification of educational work, higher level education, stimulation of creative activity of students; in the fundamental scientific training of the teacher; enriching the content of education within the framework of modern requirements in the context of professional integration, which ensures the perfect performance of future specialists; in the implementation of new educational technologies that create conditions for the development of systematic and productive thinking of students; preparing students to work with modern information and communication technologies and computer tools; in the optimal combination of educational forms and methods, forms and methods that increase enthusiasm and interest in education. The main trends in the development of professional education are reflected in the improvement of the goals, structure, content, organizational forms and methods of professional training of pedagogical staff. In addition to the main goal of modern pedagogical education, i.e. to satisfy the cultural and educational needs of the individual, to provide general cultural, scientific and professional training of specialists in the field of education, taking into account the changing needs of the economy and the labor market, to help future teachers to consciously choose their professional path, in their professional activities and future it also has the task of helping in self-determination, development of creative potential and important qualities of one's personality [5]. Meeting the various professional and cultural-educational needs of the individual and society is carried out through the variety and multi-level structure and programs of professional training of pedagogical staff. Mastering the educational program is carried out in pedagogic higher education institutions by involving students in various forms of educational activities. Half of the study hours allocated in the program are classroom sessions that provide theoretical training and practical training of students. Theoretical teaching includes not only theoretical knowledge in lectures and seminars, but also scientific research work of students. The main condition for the formation of the core of professional training and

professional-pedagogical competence of the future teacher is to involve him in practicums of different content (social-cultural, psychological-pedagogical, sciences), as well as in direct practical pedagogical activities (in children's summer camps, schools and other educational institutions) done by doing. Independent work is of significant importance in the development of professional pedagogical skills of future teachers. They should occupy about half of the time allotted for mastering the basic educational program. Independent work is of particular importance in the formation of a teacher who constantly works on himself, who encourages self-development, independent solution of professional problems, who is the subject of his professional activity. Auditory work creates only the foundations for the formation of professional competence, its full formation is manifested only in the process of the student's continuous work on himself. Modern higher pedagogical education has created high-level opportunities for this. At the same time, in higher education institutions, in addition to the main pedagogical specialization, he can receive any other specialization on the basis of a single general cultural and general professional basis. At the same time, the success of developing the skills of future teachers in the professional pedagogical system largely depends on the student himself, his ability, talent, orientation towards a certain goal, creative activity and constant desire to work on himself, continuous professional growth.

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