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ON THE DIAGNOSIS OF THE LEVEL OF PROFESSIONAL TRAINING OF FUTURE PHYSICAL TEACHERS

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Annotation
In this article, an assessment of the level of professional competence and preparation of future physical teachers during the period of pedagogical practice is shown.

Keywords: Higher education, science, physics, pedagogy, pedagogical practice, competence, professional competence, evaluation.

Introduction

It is known that reforms are being carried out in all spheres of the economy of the Republic of Uzbekistan at a rapid pace. This can also be seen from the changes that are being made in the field of Education. Reforms in education are carried out simultaneously with the provision of continuity between pre-school, primary, secondary, secondary vocational education and higher education. The development of production directly depends on the potential of personnel, while the potential of personnel depends on the professional training of future specialists in the higher education system. In addition, the extent to which the outstanding training of future personnel in higher education depends on the extent to which they occupy the subjects of Secondary Education in schools that serve as the foundation. In this regard, government decisions are taken to improve the quality of education in some areas of science. Included 19.03.2021 The resolution of the president of the Republic of Uzbekistan "on measures to improve the quality of Education in the field of Physics and development of scientific research" PQ-5032 in 2021 is an obvious example of this. According to the resolution, in 2021-2023, a program of measures was adopted to improve the quality of education in Physical Sciences and ensure the effectiveness of scientific research in the field of physics. In the decision, the development of a system of training, retraining and professional development of personnel in Physics, in particular, teachers of schools in rural areas; wide introduction of modern teaching methods, including information and communication technologies into the educational process; tasks such as assessing the level of knowledge of pedagogical personnel and students in Physical Science, identifying talented young people, their

successful participation in local and International Science Olympiads and ensuring the possession of prizes have been defined.

In order to participate in the implementation of this decision, the Department of physics and astronomy of the Kokand State Pedagogical Institute conducted questionnaires and interviews among the teachers who had previously graduated from the Institute. 75 teachers of physics of the existing general secondary educational institutions under the Department of public education of Kokan city and Furkat District of Fergana region took part in it. Most of the teachers who participated in the questionnaires and interviews are made up of teachers who work from the village to the city on a commute. It turned out that 68 of them were from the village, 7 from the city. Of those surveyed, 57 were female and 18 were male teachers.

The analysis of the conducted conversations and questionnaire questions shows that psychological and technological preparation of many teachers for the conduct of pedagogical activity is not enough. There were many cases in which they encountered the following:

- Low interest in the profession of self-interest;
- Failure to use pedagogical technologies;
- Lack of knowledge about psychological development of personality;
- Work in a team and lack of joint management;
- The innq of indifference to innovations;
- Emotional and professional fatigue syndrome and others.

Today there is a huge discrepancy between pedagogical knowledge and pedagogical activity. Accordingly, in order to improve the quality of education, it is necessary, first of all, to clarify the professional image of future physics teachers in universities (institutes), which prepare the teachers who will carry out it. This work begins by defining the competencies that the future teacher is required to have.

From our point of view it is possible to cite the following as the competencies that the future teacher is required to have.

1. Base competencies.
2. Competences in educational science.
3. Methodical competencies.
4. Management competencies.
5. Research competencies.

When it is called base- competencies, it is understood that communicative, that is, students in the class, they can enter into communication with their parents, colleagues, leaders, neighborhood, etc. It is also required to have mathematical literacy in the organization of its activities, to be an active participant in the team.

When it is said about the competens of educational science, one should be able to reach the minds of the students about the full-blooded knowledge, skills and skills of the subject (Physics), which he teaches, as well as the application of this science in everyday life, in the national economy, in industry.

Having methodical competences presupposes the use of advanced pedagogical technologies in teaching this science to students.

Having a management competency first of all, it is necessary to be able to manage the class, the learning process at the required level.

When the research is called the competences, it is understood that the teacher is always in the research, continuous study of innovations in his / her subject, study of innovative methods of teaching and support them in practice.

Formation of these competencies is carried out in the process of teaching pedagogy, Psychology, General and theoretical physics, methods of teaching physics and other disciplines in the higher educational institution.

It is important to assess whether competencies are formed. It is important to assess the formation of competencies. Because through the evaluation it will be determined how much the intended goal has been achieved and accordingly it will be possible to introduce correction into the educational process. There are many ways of assessing the knowledge, skills and qualifications of the future teacher in the teaching of subjects. Control work is carried out, examinations are taken, tests are organized, casings are conducted, etc.are used with great success. Unfortunately, many tests are evaluated based on the student's memory. The most important thing in this is that his activities in the performance of this task remain unnoticed. Accordingly, the use of competency-oriented assignments makes it possible to determine whether one can apply the acquired knowledge in practice.

One of the methods with a high effect is the use of keys. The use of pedagogical casings dedicated to the solution of the problems encountered in pedagogical situations, together with the solution of these casings in science-related situations, will be of great benefit to the preparation of students for future work activities. Keys can also be drawn up in such a way that they include a state of Science and at the same time a pedagogical situation occurs. For example, a reader in the Physics Room fired a physical instrument jayonida performing independent work. This tool is not for sale (daily need goods storeonida). How should the teacher behave in this? In cases, held among the future teachers of physics, there is an opportunity to develop their creative abilities. In this situation, the Manual Preparation of the instrument from work, the study of the corresponding physical phenomenon using a different type of instrument instead of this instrument, etc.k.

It is impossible to determine the formation of some of the above-mentioned competencies through direct control work. For example, to solve conflicts that occur in the classroom or school, to take responsibility for the neck, to make decisions, to work collaboratively in a team, to be able to speak confidently in public, etc.k.

The formation and development of such qualities is more convenient to carry out during the period of pedagogical practice. Qualities such as stopping noise in the classroom, being able to prove that he is right, being in a friendly relationship with the reader are the qualities that every teacher should possess. Before the pedagogical practice, it is necessary to conduct a separate conversation with students about this. It is also possible to evaluate the formed competences in students by observing them during the internship period. But what pleases one person may not please another. Accordingly, it is desirable to conduct a questionnaire called "Practitioner teacher in the eyes of students" among the students of the class in which the student conducted the internship. Below we give an example from such a questionnaire.

Written Request

"Practitioner teacher in the eyes of students"

Dear reader! We ask you to express your personal opinion about the activities of the teacher. Put a sign in the column in the words "Yes" or "No". If you can not join them, put a sign in the column "Hard to say". The request is anonymous.

№	Personal opinion	Yes	No	It's hard to say
1.	In the classroom, my teacher pays attention to me and understands well			
2.	I understand clearly and completely the new material that the teacher explains			
3.	The teacher will always be able to behave and be friendly			
4.	The teacher encourages us to express our thoughts and listens to them			
5.	The teacher seeks to develop my independence and responsibility			
6.	I like the lessons on this subject			
7.	Our teacher teaches us how to properly communicate with parents and classmates			
8.	The teacher expresses in us a sense of sympathy for those who have fallen into difficult life situations			
9.	My teacher will treat me with respect as an adult			
10.	The teacher puts the assessment in the Journal and diary for our knowledge of science. I think that the higher or lower the price does not depend on our actions in the school			

11.	In the classroom, the teacher pays attention to my desire for knowledge and often praises			
12.	In the lesson, the teacher uses interesting visual materials: he shows experiments from physics, we work with diagrams, tables, handout materials and pictures, computer programs			
13.	I trust my teacher and I can share some secrets with him and ask for advice			
14.	Our teacher will have the same attitude to all the student in the Class, I believe that he does not have “dilapidated pupils			
15.	The teacher fairly assesses the knowledge of the students			
16.	Our teacher can understand difficult topics individually to someone who does not understand it after the lessontiradi			
17.	Does the teacher teach how to use the knowledge learned in each subject in practice?			
18.	Does not the work done by the teacher with the question contradict each other?			
19.	Does the teacher change the hand movements, facial expression, posture in explaining the new lesson?			
20.	Have you used the knowledge that the teacher taught, practical lessons in your daily life?			
21.	What do you think, does your teacher know his science well?			
22.	Do students in the classroom sit relatively peacefully in the teacher's lesson?			

Thank you for your participation in the questionnaire and sincere answers!
Evaluation criteria according to the questionnaire “practitioner teacher in the eyes of students”. Just count the answers “yes”. Each “yes” answer is rated at one point. 17 and more pointslasa high rating; 10 to 16 pointslasa average rating; 1 to 9 pointslasa low rating. With this method, the rating of the practicing teacher (“praktikant”) came out approximately the same as the ratings determined by observations, when tests were conducted in the practice of the Kokand State Pedagogical Institute, graduate courses in the specialty of physics and astronomy. Thus, the opportunity was created to fill in the gaps in the personal qualities and methodical competences of the students studied by the questionnaire within the time period up to the State Examinations.

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