



PREPARATION OF FUTURE TEACHERS FOR TUTORING AND FACILITATION ACTIVITIES

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Abstract

Today in our country the same attention is paid to all spheres. In particular, the field of education. That is why pedagogy is important as a program in the training of young professionals. In particular, the use of modern technologies in the education of young people, their introduction into education has become a priority. In this article, the author discusses in detail the role of pedagogical technologies and modern technologies in pedagogy. This article describes in detail how to prepare future teachers for tutoring and facilitation activities.

Keywords: pedagogy, modern technologies, teacher, Curriculum, students, Staff training and others.

Introduction

When students ask questions and find the answers for themselves, they get involved in their own learning. Educational Dividends knows how powerful that can be for the student and the teacher. Educational Dividends also knows that creating a facilitative learning environment brings challenges for teachers.

First, teachers must adapt to a new way of teaching by managing more open ended discovery by students. This means shifting roles from a lecturer to a facilitator who provides resources, monitors progress and encourages students to problem solve. Teachers reap benefits when they see how excited their students are about applying their knowledge to solve a problem.

Second, facilitative learning requires that students do the work. However, many students, especially those who prefer to know “how to get an A,” are uncomfortable with the open-ended design of facilitative learning. They are not familiar with projects that require them to apply their knowledge and problem solve. So, at first, students can get frustrated. Teachers must teach students to manage their own learning. The result will be students who are more creative and able to apply their learning to life’s challenges. An added benefit is that teachers find once the shift to facilitative learning is implemented, students are more motivated in the classroom resulting in fewer discipline problems.





Third, facilitative learning requires students to apply their knowledge across subjects and that requires teachers in different disciplines to work together. Teachers feel comfortable managing their own classrooms but sometimes may not be used to working with their peers. Teachers must use facilitation skills to find positive ways of working on a single project with teachers in other disciplines. As a result, teachers find that working with their peers offers them more resources and ideas to share with students in their classrooms.

A teacher who is able to carry out pedagogical activity at a high enough level, who achieves good results in teaching and educating students, and who is able to express himself as a person is considered to be professionally competent.

- With professional pedagogical knowledge;
- With professional pedagogical skills;
- With professionally significant qualities of the teacher, both in the field of knowledge and in the field of motivation;
- With a professional pedagogical position;
- With a system of stable relationships that determine the behavior of the teacher (students, himself, colleagues).

The knowledge, skills, and competencies that are developed during the teaching process are often unnecessary in real-life situations. Their uniqueness lies in the fact that the content of professional and methodological training of future teachers is focused primarily on the formation of flexible, mobile knowledge and skills to use them in a variety of situations, including non-typical situations. 'prioritizes specific requirements. In the era of modernization, it is important to organize the practice-oriented teaching process in such a way that the learning outcomes are reflected in the formation of students' own internal motivation for teaching, thinking, imagination, creativity, sustainable interest in learning. should be. It is necessary to form a system of vital, practically necessary knowledge, skills and practical experience, which will allow future graduates to easily adapt to life and take an active, creative approach to it. The essence of practice-oriented teaching is to structure the direction of the educational process based on the integrity of the content components - general and professional competencies, the acquisition of new knowledge, skills and practical experience of using them in solving vital tasks and problems. Practical education is based on a rational combination of basic education and vocational training. Practical-oriented training is a type of training, the main purpose of which is to form in students the professional competencies of practical work, which are in demand by employers today, including in practice from the acquired competencies. is the formation of an understanding of how, where, and why it should be used. The most





effective way to introduce professional-oriented teaching technologies is to provide students with knowledge, skills and abilities that ensure the quality of personal qualities that are important in their future careers, including functional responsibilities in their chosen specialty. promotes the formation of The emergence of practice-oriented education is associated with the use of contextual opportunities for the study of professional and non-professional disciplines. The use of practice-oriented technologies in the educational process changes the emphasis in educational activities, encourages students to develop intellectually by reducing the share of reproductive activities. Practical-oriented learning develops students' internal motivation, as they have the opportunity to freely choose the solutions to the problem under discussion; learners feel competent; experience their independence. The search for knowledge, skills, professional competencies, and the intensification of the acquisition process are the goals of hands-on learning. The result of a practice-oriented approach is a specialist who is able to use the competencies he or she has acquired in practice.

In every classroom, the most successful learning occurs when teachers are facilitators or activators of learning. Instead of giving formulaic sets of worksheets, tasks, or practice problems, teachers today are designing active, engaging learning experiences that build on student strengths and interests. During these learning experiences, students are empowered to think more complexly while creating and engaging with content through real-life problem solving and perseverance. The foundation for any learning must be built in the context of a safe, nurturing classroom with positive, open communication. Learning is most meaningful and engaging when the classroom climate is one of welcoming errors and disconfirmation as a natural and positive part of developing and exercising new skills. As teachers, we care deeply about our students, our work, and our goals. Our actions and efforts reflect the values of the school community, the classroom, and the education profession. By creating a mutually respectful classroom that embraces a diversity of thoughts and ideas, students can articulate their thinking judgment-free even if those thoughts may differ from others' thoughts and ideas. From the start of the school year or when students first enroll in a class, clarify what the student expects from being in that class. This challenges conventional methods. Instead of the teacher telling the students what to expect, this approach begins the process of co-creating learning goals and proactively addresses any anxieties or misconceptions that students may have about the teacher, class, or content in general. The most successful teacher-student relationships are ones built on safety, trust, and respect. Those foundations are established only when students fully understand and share their teacher's vision for learning success.





Another important aspect in establishing operating principles is for teachers to provide a structure and establish a frequency for communication and feedback with students and parents. In the past, teachers would communicate through grades, report cards, phone calls, or parent meetings at specific points throughout the year. Providing continuous feedback to students on a daily basis instead provides more specific, meaningful and productive feedback that leads to higher growth over time. Responsibility is a very important principle in the classroom. Responsible behaviors include showing how they arrived at the solution, showing work, recording their reflections, and being open about their creative processes. Teachers must communicate to students that expectations of responsibility are non-negotiable by setting expectations early, making requirements clear, telling students how they will be evaluated and given feedback, sharing rubrics at the beginning of projects, and asking students to set goals. This clarity encourages students to take an ownership stake in their learning, while teachers create the best conditions for learning. If a student produces work that doesn't meet expectations as measured by a rubric, it's the responsibility of the teacher and the student to determine why it doesn't meet expectations and develop a plan for the student to revise work in order to meet or exceed expectations. Part of ensuring responsibility is making sure that students feel valued in the class. Responsibility isn't compliance or a rule, but a mutually agreed upon operating principle based on the ultimate goal of having students succeed to learn at the highest levels.

Our country is carrying out large-scale reforms to build a democratic state governed by the rule of law and civil society. One of the most important features of the rule of law is the rule of law and the upbringing of a harmoniously developed generation with a high level of legal awareness and culture. It is very important to raise the legal awareness and legal culture in society, to instill in the minds of the population and youth of our country a spirit of respect for the law. In order for a person to consider himself legally mature and educated, he must first have a spirit of respect for the norms of law established in society. The reforms that have taken place over the years have laid the legal groundwork. The legal foundations of socio-political life have been consistently strengthened. The development of our country and the success of reforms largely depend on the level of legal awareness and culture of the people. High legal culture is the foundation of a democratic society and an expression of the maturity of the legal system. It is a factor that actively influences the life processes in society, promotes the integration of citizens into all social groups, and ensures the integrity and orderliness of society. In addressing human rights issues, states must adhere to the rule of law, which is important for the effectiveness and fairness of the





legal documents they develop. Legal advocacy is also an educational and advocacy method aimed at informing citizens and the public about the legal policy and strategic goals of society and the state. The formation of a legal culture also depends on the effectiveness of legal advocacy and public awareness. Strengthening the rule of law and ensuring social justice are important conditions in the process of building a democratic state. In this regard, it is worth noting the decree of the President "On improving legal education, raising the level of legal culture of the population, improving the system of training lawyers, improving the study of public opinion." The decree identifies the work on raising the legal culture and legal education of the population as one of the main directions of state policy. Article 3 of the Universal Declaration of Human Rights states that everyone has the right to life, liberty and security of person. Articles 4 and 21 of the Declaration also elaborate on these provisions. It enshrines civil and political rights, such as the right to freedom from slavery or dependence, and the rule of law against torture or ill-treatment. Arbitrary arrest, detention, and persecution are required to comply with all the requirements of equality of justice in order to determine the merits of a charge, and to ensure that it is treated equally, that is, impartially by a court.

The effectiveness of the formation of a teacher's professional competence in the educational process of a university is determined by such leading pedagogical conditions as an orientation towards the subjectivity of a person capable of selfactualization and self-identification, the creation of a creative environment, an incentive to reflexive activity, dialogization of the educational process. Development and testing of a model for the implementation of pedagogical conditions for the formation of a teacher's professional competence in the educational process of a university (based on a set of target, emotional-motivational, substantive, operational, control-evaluative, productive-corrective components) and the technology of the step-by-step formation of teacher's professional competence (the first stage – adaptive-reproductive, the second stage is active-activity, the third stage is creativetransformative), the complementarity of various educational technologies (technologies based on the activation and intensification of students' activities, with a focus on the development of creative personality traits, game technologies, integration technologies in education and etc.), the systemic implementation of the principles (humanization and democratization of the educational process, the social and value orientation of activities, the continuity of vocational education in the modern sociocultural space, variability, reliance on the leading achievements of science and technology) made it possible to carry out targeted work at all stages of the educational process of a pedagogical university, focused on the formation of the professional





competence of a teacher among students (for example, teaching pedagogical disciplines).

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