



DEVELOPMENT OF SUGGESTIVE ABILITIES IN FUTURE TEACHERS ON THE BASIS OF A PERSON-ORIENTED APPROACH

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Annotation

The article talks about the importance of the formation of suggestive abilities in future teachers, as well as a social experiment conducted on this topic. The formation of suggestive abilities depends on a number of factors.

Key words: suggestive abilities, teacher, personality, character, education, factors, self activity, student, learning, structure

The personality of a teacher is a complex structural formation, which is a system of values, meanings of life and professional activity. Relevant and it is significant to study the abilities of a teacher as a subject of his own professional activity, involving the relationship and interdependence of qualitative changes in the personality of the teacher himself and in the personality of his students, their consideration in assessing the professionalism of the teacher. The future teacher has his own set of personal and professional important abilities and qualities that make up the personal and professional potentials, which are the prerequisites for his success in his activities.

An important psychological problem is the study of pedagogical abilities of a teacher of the Russian language and literature, since philologists provide a positive impact on the formation of the personality of students, carrying out moral and aesthetic education of schoolchildren. The determining factor in improving the effectiveness of teaching and educational work at school is a high level of professional preparedness of the teacher, which largely depends on the level of development of his pedagogical abilities, therefore it is important to determine optimal conditions for their formation and development at all stages of preparation of students - future teachers of the Russian language and literature.

Pedagogical abilities are closely related to general (mental) abilities, with character traits and emotionality of the teacher, as well as with special abilities, in particular, literary, linguistic. Special abilities are manifested in the activities of the teacher and serve pedagogical creativity only in the presence of pedagogical abilities and pedagogical orientation. Pedagogical abilities are formed and develop in the process of learning at school, special pedagogical training institutions and in practical work with schoolchildren. Abilities are usually considered as individual psychological





properties of a person, contributing to the success of the activity. Pedagogical abilities defined as individual stable personality traits, consisting in specific sensitivity to the object, means, conditions of pedagogical labor and the creation of productive models for the formation of the desired personality traits learner [3].

Speaking of pedagogical abilities as a specific sensitivity to various aspects of pedagogical activity, we mean that they are not an independent, separate system in the structure of the teacher's personality, but are manifested in all his mental processes - in the features of attention, perception, memory, thinking, speech, imagination, emotional states and orientation. In addition, the higher the level of organization of the system of these qualities, the wider the possibilities of the individual in the implementation of self-realization and fulfillment socially significant functions in the course of professional and pedagogical activities [8].

The modern development of society is characterized by innovative processes, whose humanistic tendencies led to an understanding of the need development of a new educational paradigm aimed at the transition from reproductive-information model of education to productive, humanistic, orienting the pedagogical process towards personal growth future professionals. This approach strengthens the requirements for the personality of students, for the ability to be responsible for one's actions, the internal integrity and structure of the entire systems of personal relations (to oneself, another, the world as a whole) [1].

The organization of student-centered learning involves the development pedagogical technologies in order to constantly enrich the experience of creativity, formation of mechanisms of self-organization and self-realization of the personality of each student. An important characteristic of the subject is the ability to reflect your actions and your whole life. Education in the new paradigm requires revision of the content and technology of education, transition to a qualitatively new approach to the problem of relations between the subjects of the educational process. Personally oriented education of the humanistic type can be characterized as providing personal development, support for its individuality, full-fledged satisfaction of its educational, spiritual, cultural, vital needs and requests, providing freedom of choice of content and ways to obtain education, as well as ways of self-realization of the individual in the cultural and educational space. The personal component of this approach is in the construction learning, taking into account the student's past experience, his personal capabilities and features, integration of all socially valuable personality traits, creative search for training and education options that are adequate to its capabilities and features. "Teaching is a change in the subject of activity, its transformation from not





possessing certain knowledge, skills and abilities in mastering them, those. the activity of learning can be defined as the activity of self-change self-development” [5]. At the Pedagogical University, the process of cognition is built with the aim of revealing and development of the personality of the student - the future teacher. There is a real opportunity here use of scientific research as a means of implementation educational activities. The inclusion of students in experimental work has a very great psychological effect. It helps students to better understand the essence innovative processes in the modern education system and consciously develop your own style of professional behavior. Pedagogical the university combines the primacy of the fundamental (psychological-pedagogical and subject) education with a focus on the realities and prospects in the future professional activity.

Person-centered education is not concerned with the formation personality with given properties, but creates the conditions for its full manifestation and development. The statement of V.V. Davydov that a person is a person who has certain creative potential [2]. Methodological significance of the category potential is important for the concept of the object of study. The potential is seen as source, opportunity, means that can be used to achieve certain goal, the solution of some problem. The potential is determined through readiness to carry out various types of activities and through the possibility achievement of predicted levels of personal development. Personal potential constitutes the internal structure that is formed in a person, in which his general abilities as an individual and special ones as a subject are interpreted activities. Potential (in psychological terms) indicates those psychological reserves of personality that have turned out or are turning out for a number of reasons unused [10]. Special technologies have been developed personally oriented learning [4,5,8,9,10].

The initial methodological premise of the concept of personality-oriented education is that it is initially developed as a pedagogical theory, i.e. Personal development is seen as a developmental activity personality. Personality, experience in the performance of personal functions (selectivity, reflection, sense definition, volitional self-regulation, social responsibility, creativity, autonomy) and constitute a specific content of education. Mastering personal experience involves special learning technologies based on the creation of a situation personality development - a set of pedagogical conditions that actualize mechanisms of personal self-organization (by entering the space significant problems for him), reflection and meaning in relation to the teaching as the main sphere of life, assessment of their achievements, staging individual educational goals, etc.





The student-centered learning model assumes a number of conditions, both internal and external, conducive to its effective implementation. External conditions: 1) individualization of training, providing implementation by the student of an individual training program focused on specific educational needs and learning objectives and taking into account experience, level of training, individual psychological characteristics of the student;

2) the context of learning, which consists in the fact that learning, on the one hand parties, pursues specific, vital goals for the student, focused on fulfilling social roles or improving personality, on the other hand, is built taking into account the subjective activity of the student and his spatial, temporal, professional, everyday factors that involves strengthening the humanitarian component of the content of education;

3) actualization of learning outcomes, meaning active, systematic application in practice of the knowledge acquired by the student, skills, abilities, personality traits;

4) phased learning, involving a gradual, step-by-step the formation of the pedagogical activity of students, which in turn requires a correlation between the timing and volume of training.

Internal conditions:

1) independence, involving independent educational activities for the development of pedagogical abilities. Under self activity is understood as the conscious implementation by students of the organization learning process, active participation in planning and evaluation of results their educational activities;

2) awareness of the teaching, which means awareness, understanding by the student of all parameters of the learning process and their actions to organize it.

Based on the concept of I.S. Yakimanskaya, can be determined personally oriented education of students as a specially organized a process aimed at ensuring the development and self-development of the student's personality, based on its individual characteristics as a subject of cognition and subject activities. In the process of educational activity, the student forms his own an independent system for the development of pedagogical abilities. As priorities are the content aspects of learning and the interests and needs students as subjects of the educational process. Mechanisms of the learning process individual for each student. Therefore, in a person-centered in the educational process, the core of the development of abilities is the personal the importance of mastering the pedagogical experience around which the structure is built internal, individual, and external, social motives for the development of pedagogical abilities. Conditions are defined as a set of circumstances conducive to the development of pedagogical abilities, which are a complex of





psychological, pedagogical and organizational and methodological conditions, necessary for the implementation of student-centered learning [11].

For the formation and development of components of special pedagogical abilities, conditions are necessary: external, organizational, and internal, psychological. Internal, psychological conditions include awareness students of significance for them as future teachers of the Russian language and literature special abilities, as well as an active, positive attitude towards their development for yourself. External conditions - this is the appropriate organization of educational work to develop special pedagogical abilities in students during their studies at the university, the development and implementation of the program of the complex - synthesis of a special course, a special seminar and a special workshop; cooperation with methodologists in the Russian language and literature in the organization and conduct of pedagogical practices; systematic training and control; collective self-development abilities, etc.

At the end of the formative experiment, diagnostic tests were carried out. cuts by the following parameters: assessment by "competent judges" formation of components of special pedagogical abilities and skills students, as well as their knowledge about the content of these abilities; collective assessment; self-assessment of the degree of formation of special abilities; self-esteem the degree of importance of the necessary abilities and skills; the presence of a positive the active attitude of students to their development at home, as well as the motivation for learning. Based on the results obtained, we could judge significant progress in the development of special abilities among students of the experimental group, that is The set of measures we proposed turned out to be really effective to develop these abilities.

However, we were also interested in changes in the personality characteristics of students, which, according to our assumption, underlie the intensive development pedagogical abilities. Measured the confidence factor in having special teaching skills. The results obtained indicate clear relationship between the formation of special abilities and subjective confidence in their presence, and secondly, about a fairly adequate self-assessment of students included in the experimental group. close to described parameter is also a factor in the assessment by students of their readiness for pedagogical activities and the positive attitude of students to teaching activities in in general and the development of special pedagogical abilities. Significance special teaching ability for students is enhanced after pedagogical practice in both experimental and control groups, however the increase in the score in the experimental group is higher. This is apparently due to the fact that the students of the experimental group consciously worked on their implementation on pedagogical





practice at school and on their own experience convinced of their necessity. They, unlike from members of the control group, could justify their assessment, show mastery of certain skills in practice. Control group students assessed the degree of necessity of the studied abilities at the level assumptions. In the experimental group, we also observed a positive the relationship between the success of the formation of special pedagogical abilities and increasing their personal significance among students: all students, who have reached a high level of formation of special pedagogical abilities from the very beginning of the formative experiment had a positive actively involved in their development. The last one taken into account study of factors - motivation for admission and study at the philological faculty of a pedagogical university: all students of the experimental group showed professional and pedagogical orientation, noting also the possibility to engage in their favorite subject, they expressed confidence that they had common pedagogical abilities. In the control group, large changes in these options are not checked. Apparently, it can be concluded that the purposeful work on the formation and development of special pedagogical abilities has a positive impact not only on the motivation for studying at a university, but also on interest in the subject being taught and in the development of general pedagogical abilities.

We associate the growth of indicators of formation of special pedagogical abilities of the students of the experimental group with those activities that were aimed at achieving this goal. The connection is the growth of the importance of special abilities for students experimental group with an increase in the general level of their abilities and skills, apparently double sided. On the one hand, the high significance special emphasis was placed on the preparatory stage of the experiment, stimulates development of abilities, but, on the other hand, the first successes achieved increase awareness of the role of abilities in pedagogical activity.

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