



VIEWS OF EASTERN AND WESTERN THINKERS ON IMPROVING THE PROFESSIONAL PREPARATION OF TEACHERS

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Abstract

In this article, the views of Eastern and Western thinkers in improving the professional training of teachers, their logical-healthy thinking, spiritual-ethical development, the history of the teacher's profession, its stages, the teacher's pedagogical skills, personal outlook, the teacher's spiritual image and pedagogical tactics detailed information is provided.

Keywords: education, common sense, pedagogical skills, pedagogical tactics, teacher, enthusiasm, behavior, leadership, perfect person, kindness, thinking, scientific outlook.

INTRODUCTION

The work of teachers and teachers is incomparable in order to make the current generation think in a new way, think logically and soundly, and become morally and spiritually perfect. In the speech made by the President of the Republic of Uzbekistan Sh. M. Mirziyoyev on October 1, 2020 on the occasion of "Teachers and Trainers" Day, he said, "I believe in teachers, teachers are dedicated and passionate people who prepare us for life." who gave [1]. This is a clear proof that teaching is such a noble profession. Respect for teachers has been considered one of the indelible values in the history of our nation for many years. In this regard, Alisher Navoi, one of the great people, expressed these thoughts about the teacher in his moral work "Mahbub ul-Qulub": "A teacher should not be selfish, and he should not be ignorant of knowledge, and he should have a lesson for kindness." if he does not organize and does not show tacallum and fuss for self-righteousness. If the program of Jahldin is not great and there is no connection, and if there is no place for the head of the madrasa porch for mubohat" [2].

Based on this, perfect professional training of pedagogues, i.e. future teachers, coaches is considered as one of the urgent issues and the following pedagogical approaches are required:

1. To possess the gnostic qualifications of his specialty
2. A constructive approach to the educational process;





3. Communication with educational participants
4. Organizational skills
5. Creativity can be invisible
6. Creating a workflow professionalogram

This principle and laws based on study process organize eat get, work the result correct evaluate get efficient that we count.

DISCUSSION AND RESULTS.

Since the teaching profession is one of the professions in the "human-human" system, the level of professional training of the pedagogue is considered the most important factor of specialization. Professional norms are historical or established standards of professional behavior and performance. In the framework of professional training, the teacher must necessarily fulfill the norms formalized and strengthened in various normative documents (laws, regulations, rules, instructions, regulations, etc.).

All norms can be expressed in the form of ideal norms that strictly regulate the behavior of teachers today and develop the most optimal models of professional behavior for the future. In turn, norms-limits include norms-prohibitions, norms-rights and norms-obligations[10].

The teacher's activity is developing with new components in view of the requirements of the time aimed at increasing the potential of personnel at a high level.

In their works, our great scholars highlighted the delicacy, responsibility and at the same time the honor of the teaching profession, and talked about the teacher's skills, the requirements placed on them, views on qualities, the ability to interact with students, and how to treat them. who expressed their opinions[9].

Abu Nasr Farabi (873-930), it is emphasized that the educational process should be conducted by experienced and knowledgeable people, there should be justice in management and it should be directed to certain goals. Therefore, "every child cannot know things and events on his own and cannot achieve happiness. He needs a teacher for that."

Abdurrahman Jami is a great scholar who created in the 15th century. He sings about the high moral qualities of a person. In the work "Khiradnomai Iskandarii" he expressed unique opinions about teachers: "a teacher must be intelligent, fair, embodying all human qualities. A teacher who behaves inappropriately will never be able to teach a child" **Alisher Navoi** condemned the qualities of some schoolmasters of his time, in particular, harshness, arrogance, and ignorance, regarding the spiritual





image of the teacher. makes serious demands. He says: "A teacher should be careful if he does not have a selfish ambition and does not try to teach what he does not know. if the oven is not long, if there is no place for it in the head of the madrasa porch for cooking[16]. If he is afraid of ignorance, impurity and impurity, he may know himself to be a scholar and do various immoral things to the ignorant, but if he is honest, doing things for the sake of doing things, if it becomes a rule and habit for him not to do things. this is not a muddaris, it is a spreader of bad habits" [3].

The teaching profession has existed as a special type of human activity since ancient times. Because a person can continue and develop his life only thanks to education. Historical and cultural monuments found in the ancient centers of civilization such as Assyria, Babylon, Egypt, Turkestan, India, China show that the teaching profession was formed in those countries in very ancient times[6].

During these times, the most intelligent and experienced people were engaged in teaching and they had great privileges compared to others. In Greece, only free people had the right to teach. They were called grammatiates, pedanomes, didaskals, pedotribes in different ages of the country and often had their own private schools. And in rich families, the work of education was entrusted to educated and literate slaves, who were called educators (hence the word "pedagogue"), that is, "child leaders". In the Roman Empire, a teacher was a public official appointed by the emperor. By the Middle Ages, teaching in Western countries was mainly done by church ministers[20]. As secular schools were established in the cities, hired teachers appeared, invited by craft shops and merchant guilds. As technology advances and professions multiply, teaching has become one of the most popular professions. Because a person without a certain level of education could not use technical means. And for this, many schools and teachers would be needed[8].

In Eastern countries, including Turkestan, teaching is considered the most ancient and prestigious profession and is honored as "master". With the introduction of Islam to the country, a mosque was established in every village, every neighborhood in the cities, and a school was established under almost every mosque. The teachers of these schools were called domla. Also, schools are established in the homes of individuals, and they are called schoolmasters. In our country, special attention is paid to the education of girls, and Otinoyi schools are established in the homes of literate women[19]. The teachers of this school are called otinoyi or otinbibi. Due to the fact that education is separated from the state, children's education is mainly considered the work of parents, there is no special preparation for the teaching profession in Turkestan. A literate person who attended a madrasa or worked on himself after school could become a teacher[7].





From the end of the 19th century, that is, with the emergence of the enlightenment movement in the country, special attention was paid to the level of teaching. Along with the teachers who teach in the traditional way, new teachers who teach in the methods adopted from European countries have started to work in Turkestan. This situation became more widespread, especially when the Jadidist movement was on the rise. The increase in the level of teachers has led to a revival in the nation's psyche and a certain acceleration of development[5].

The tasks and position of the teacher were different in different periods of the development of the society. During the prosperous period of the society, attention to him was high, or the society developed because the status of the teacher rose[18]. After the October coup, and in order to fulfill the task of making the masses fully literate, which the Soviets set before them, a systematic training of teachers was started in Turkestan. Because there was a need for specialists working in the schools opened all over the country. Because of this, the teachers could not be drafted into the war in the first years of the Soviet government. During the Shura era, when the education system was subordinated to ideology, teachers were turned into a dominant policy-making force. They were involved more than the norm in various ideological, political and organizational activities not directly related to education. Engaging in non-specific work has led to a decline in the reputation of teachers[11].

Like other republics of the former Union, in Uzbekistan from April 10, 1936, the title (specialty) of a private teacher was introduced by the Ministry of Internal Affairs and Communications of the USSR. Since then, a person who has graduated from a pedagogic school and passed the state exam will be officially given the qualification of a teacher[12].

In the course of their pedagogical activities, teachers acquire scientific knowledge and develop their pedagogical skills[17]. A teacher training system has been introduced in the country, every teacher is given the opportunity to receive free pedagogical and methodical support at teacher training institutes. Every year on October 1, "Teachers and Mentors" Day is celebrated as a public holiday in the country. The republic has such honorary titles as "People's teacher of the Republic of Uzbekistan", "Honored public education worker of the Republic of Uzbekistan", "Honored youth coach of the Republic of Uzbekistan". Teachers have the shortest working hours and the longest paid vacation. Also, public education and pedagogic newspapers and magazines for teachers, including "Marifat" in Uzbek, "Uchitelskaya" in Russian gazeta ("Teachers' Gazette") newspapers, "Public Education", "Primary Education", "Continuing Education", "Education Development", "Education and Education",





"Language and Literature Education" magazines, pedagogical and methodical literature are published started[14].

It should be said that teaching is a special social phenomenon and influences the formation of members of society his personal qualities are more important than his professional qualities. Because it shapes the image of society today and tomorrow. That is why it is not enough for teachers to be professionally mature. His spiritual world should be saturated with good human qualities that are intended to be instilled in students. Special attention is paid to this aspect in educational institutions where teachers are trained[15].

At the heart of the multifaceted and complex activity of a teacher are the important tasks of educating the young generation as a well-rounded person, arming them with scientific knowledge. A person who organizes and implements educational and educational work in educational institutions is a teacher[4].

CONCLUSION

In conclusion, if the use of innovative pedagogical technologies in education increases the quality of education, innovative technologies are a driving force for educational development. The future of every society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, reforming and improving the continuous education system of our country, which is on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies to it, and increasing the effectiveness of education have been raised to the level of state policy.

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