WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 4, Issue 5, May, 2023

MODERN TECHNOLOGIES OF DEVELOPMENT OF PROFESSIONAL QUALITIES IN STUDENTS OF PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS AND THEIR IMPROVEMENT

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Abstract:
In this article, the development of the professional competence of a modern pedagogue is focused on the effective use of methods and quality education, and in turn, on the professional skills of the pedagogue. In the article, the educational process has a special place, and the professional competence and skills of the modern pedagogue are highlighted scientifically.

Keywords: Competence, professional skills, diagnosis of skills, diagnosis of experiences, diagnosis methods, self-assessment, methodology.

Practical education of students of pedagogical higher education institutions is an important factor in training professional pedagogical personnel. After all, if knowledge is a treasure, without a doubt, the key that opens its door is the development of professional qualities, practical education. Currently, the problem of training professional pedagogical personnel with high practical training in higher educational institutions in the field of pedagogy is one of the most urgent issues.
Globalization, especially in connection with the acceleration of the process of further reforms in pedagogical education, the emergence of modern teaching technologies and the widespread use of information and communication technologies in practice, this problem has become more acute. For today's modern economy, personnel capable of solving new problems in difficult and constantly changing conditions are required. Competent teachers are needed to train qualified personnel who meet the requirements of the time.
The search for new forms and methods of improving the quality and content of pedagogical education continues. The role and importance of innovative and experimental teaching methods aimed at developing creative abilities of a person,

increasing his activity, flexibility and adaptation to new conditions is increasing more and more.

It is known that the development of pedagogical research methodology begins with determining the specificity of pedagogical phenomena and processes. One of the important components of the educational process is the development of the teacher's professional qualities, but the development of the teacher's professional qualities cannot be realized without practical knowledge and practical education. In the same sense, practical education is a special pedagogical reality, which has its own characteristics.

Improving professional pedagogical practical training implies ensuring its completeness (practical preparation for performing all basic professional and pedagogical tasks). One of the modern approaches to solving this problem is the modeling of professional-pedagogical activities in the educational process.

Modeling professional pedagogical practical activity is its reflection in the content of education and in the educational activities of students in such a way that, firstly, it gives them a correct and complete picture of the overall professional and pedagogical activity (from setting goals to to the independent analysis of the activity process and results), and secondly, it allows students to fully master the methods of professional activity in the educational process, so that as a result, they can perform their professional and pedagogical tasks in real conditions without difficulty.

Modeling requires, on the one hand, professional-pedagogical activity (training of specialists) (activity model), and on the other hand, a systematic review of the content of education and training (professional training model). Due to the size and versatility of this or that object, it can be presented in the form of a model that reflects the most important features of activity and training. However, modeling of professional-pedagogical activity in the educational process is manifested as a unique pedagogical technology, unlike the process of developing the content of teaching. Its essence is that students resume professional activity in specially created conditions during the educational process. This activity will conditionally have a professional character. Only the most important features of professional-pedagogical activity are reflected in solving pedagogical issues.

The results of pedagogical observations show that there are several shortcomings in the development of professional qualities of teachers in the higher education system. In particular, the United Nations Committee on Education, Science and Culture (UNESCO) and the consulting organization (DGP Research & Consulting) involved in the cooperation of a group of influential foreign experts in January-June 2017 in the Republic of Uzbekistan In the conclusions given based on the results of the analyzes

conducted on the comprehensive study of the education system, the majority of graduates are ready specialists due to the fact that the integrity of theory and practice is not ensured in the process of higher education, and the training of students in production enterprises is not effectively organized. instead of graduating, they study their profession and specialty again after getting a job, as well as the fact that the quality control mechanism of education does not meet modern requirements, lack of qualified pedagogues and management personnel in educational institutions, foreign educational institutions shortcomings such as insufficient effective cooperation with.
Development of professional qualities of future teachers is carried out on the basis of collaborative teaching technology and modular education technology:
The technology of cooperative education The idea of cooperative education in different countries, including the professor of J. Hopkins University in America - R. Slavin (1990), the professor of the University of Minnesota - R. Johnson, D. Johnson (1987), the professor of the University of California - SH.Sharon (1988), developed by.
Collaborative teaching, developed by American scientists, is mainly the formation of students' knowledge, skills and competences mentioned in the DTS and science curriculum, collaborative teaching recommended by Israeli and European scientists, as mentioned above, more processing of educational material by students involves the development of design activities, educational discussion and debates.
These ideas complement each other, didactically enrich and require each other. The idea of cooperative teaching appeared in didactics in the 1970s. The technology of cooperative education is widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, Japan, and Israel.
The main idea of cooperative education is not only to complete educational tasks together, but also to study and learn cooperatively.
Collaborative teaching is to teach every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness, independence, to create a valuable sense of personal value in each student, to have his own strength. and aims to strengthen confidence in one's abilities, to form a sense of responsibility in studying.
The technology of cooperative education allows students to work independently and diligently mentally, to fully and qualitatively complete educational tasks, to thoroughly master the educational material, to cooperate with their friends, realizing that the success of each student in obtaining analysis leads to the success of the group. and prepares the ground for mutual assistance.
In cooperative learning technology, there are several methods of organizing cooperative learning of students:

1. Teaching in teams (R. Slavin) students are divided into two teams of equal number. Both teams perform the same task. The members of the team perform educational tasks in cooperation, and each student pays attention to mastering the knowledge, skills and abilities provided by the subject.

R. Slavin, one of the authors of cooperative learning technology, said that it is not enough to instruct students to complete tasks cooperatively. It is necessary for students to cooperate in the literal sense, to rejoice at the success of each student, to sincerely help each other, and to create a comfortable social and psychological environment. In this technology, when determining the quality of students' knowledge acquisition, they are compared not with each other, but with the previous results of each student. Only then, students will feel responsible and strive to learn more, acquire knowledge, skills and abilities, realizing that the result they have achieved during the lesson will benefit the team.

2. Collaborative teaching in small groups (R. Slavin, 1986).

In this approach, small groups consist of 4 students. The teacher first explains the topic, and then students' independent work is organized. The educational assignments given to students are divided into 4 parts, and each student performs a certain part of the assignment. At the end of the task, each student thinks about the part he has completed, teaches his friends, and then the group members make a general conclusion about the task.

The teacher listens to the information of each small group and evaluates knowledge using test questions.

Educational activity of students in small groups can be organized in the form of a game (tournament, competition) or individually.

In the research on the cooperative activity of the teacher and the student, the main attention is paid to the study of the development of mutual relations, the process of group organization of teaching is described.

Psychologist A.V. Petrovsky studied that the interpersonal relations in the team originate from the activity and emphasized that organizing the cooperation of the teacher with the students in the educational process is not only a means of satisfying their need for communication, but also a means of mastering the educational material. Forms of cooperation between the teacher and the student are an important factor of mutual cooperation and the basis for determining the nature of student interaction. Collaborative educational activity is a special type of teacher-student relationship and joint behavior that provides the object of mastery, the reconstruction of all parts of knowledge activity.

The goal of cooperative learning activities is to create a control mechanism of mastery activities and joint actions, attitudes and communication. The product of cooperative activity is the emergence of new ideas put forward by students and goals related to the nature of the activity being mastered, and the desire to manage the individual's position in partnership.

The method of cooperative activity should be understood as the system of joint actions of the teacher and the student. Such behavior begins with the teacher's support to the student;

Pupils' activity gradually increases and turns into a practical and mental action completely controlled by them; and the relationship between the teacher and the student will have the character of partnership position.

There are 8 forms of cooperation in the field of pedagogy and psychology.

They consist of:

- ✓ entry into activity;
- ✓ independent actions are performed by the teacher and the student in cooperation;
- ✓ the teacher initiates the action and involves the student in it;
- ✓ imitative actions (the student who takes a lesson from the teacher acts on the basis of this example);
- ✓ supporting actions (the teacher helps the student to choose an intermediate goal and methods of achieving it, and monitors the final result);
- ✓ self-management actions (the teacher participates in the assessment of the final result, indicating the common goal);
- ✓ self-expressive actions;
- ✓ self-organizing actions.

Interactivity is the interaction between the teacher and the student. In the process of moving to the stage of improvement of cooperation activities, there is an increase in the level of self-evaluation from the evaluation of the action of interaction. This process is one of the most important factors indicating the dynamics of cooperation.

Modular educational technology:

Modular technology means organizing teaching on the basis of a modular lesson plan. The module covers the course content in three parts or levels:

- full
- abbreviated
- deepened

Types of modeling.

- model thinking
- modeling into imitative roles;

• lecture on modeling by the method of connecting lines

The essence of modular technology is to design the educational process on the basis of modules, that is, to organize the content of the subject and its departments. It consists in dividing professional activity, which cannot be divided from a certain stage of education, into logically completed parts.

Then, for each module, the content and scope of activities related to this module is determined. Modular technology is implemented step by step to achieve the goal. Every action in this process is considered as a learning element.

The learning component also includes:

Theoretical and practical information related to the teaching of specific elements of the activity, information about the materials that provide the activity necessary for education, goals, identification, i.e. goals that motivate learners, o It includes educational materials, instruments for controlling educational conditions, such as necessary conditions for students to achieve the intended results, tests, target benchmarks, etc. However, modular education, despite its sufficient "thoroughness", both in terms of content and "age" (it was created in the 60s) is still subject to controversy and conflict of opinions. a number of foreign authors (V. Goldschmidt, M. Goldschmidt and others) understand that a module is the formation of a comprehensive educational activity that helps to achieve a clearly set goal. D. J. A slightly different idea about the construction of autonomous parts of the educational material, the essence of the module. Said by Russell. According to P.A. Yutsyavichene, "the essence of modular teaching is that the learner partially or completely independently uses the target program of actions offered to him, the bank of information and the methodical vision for achieving the set didactic goal. can work with an individualized curriculum that covers instruction. In this case, the task of the pedagogue is to vary from informative control to consultant-coordinating.

Professor M.A. Choshanov agrees with the following opinion and emphasizes that the concept of modularity is gaining methodological content at the current stage of the development of science.

In the didactic system of problem-based learning, the most thoroughly researched organizer is problem-based learning. It has an effective effect on somewhat activating the students' thinking, forming an approach to problem solving in them, and finally - developing creative thinking. This effect is provided by creating special situations of intellectual difficulty - problem situations and their solutions. A problem situation is considered an important motivation and exciting tool in the teaching process. A.M. Matyushkin, M.I. Makhmutov, I. Ya. Great scientists like Lerner created their own theories.

In the technology of problem-module teaching, the main attention is focused on the aspects of forming critical thinking in students through a system of special situations designed in accordance with the purpose of finding errors. It combines three main groups of errors: epistemological, methodical and educational. Epistemological errors are errors of a cognitive nature and are made by scientists during the evolution of knowledge. Studies have shown that the use of epistemological errors in the educational process forms students' (students') skills of critical observation of existence, analysis and correction of their mistakes, as well as educational subject and science. changes the relations between: the content of the studied science is not in front of students as a set of ready-made truths, but in the form of a historical drama of ideas and people, in the form of a struggle between social schools and directions, as a contrast between habit and renewal.

Methodological errors are related to learning errors: learning errors are often the result of teaching errors. Learning errors are grouped in special diagnostic tables for each problematic module and then used as powerful tools. If in traditional teaching, the transition from ignorance to knowledge is limited to the application of standard situations, in problem-module teaching, the scope of close development of the student is critical, which leads to superficial acquisition and incorrect application of new knowledge. situations - extended to the field of errors. In such conditions, the field of transition from ignorance to knowledge does not become the main problem for the learner, but remains a natural link, becomes a region of their actual development.

The leading quality sign of problem-module teaching technology is flexibility. As a flexible automated system is considered important in modern high-tech production, the effectiveness of pedagogical technology now and in the future depends to a large extent on its ability to adapt to the changing scientific-technical and socio-economic conditions and to have an immediate impact. ladi flexibility can be structural, substantive and technological.

The novelty of innovative methods that serve to develop professional qualities of future teachers is manifested at several levels. They are: absolute degree; local-absolute degree; conditional degree; such as subjective level. These differences are related to their scope and level of accuracy.

In conclusion, we can say that diagnosing the professional skills, qualifications and experiences of future teachers and equipping them with methods of diagnosis, restructuring the process of professional-pedagogical education based on innovative ideas The teacher allows students to develop professional qualities. As a result, there is an opportunity to encourage future teachers to be creative and take initiative.

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