



## **PRIORITY PRINCIPLES OF DEVELOPMENT OF PROFESSIONAL QUALITIES IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS OF PEDAGOGY**

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### **Annotations**

The article discusses the features of the process of formation of professional competencies of students of a pedagogical university. Particular attention is paid to the analysis of the use of theoretical and methodological approaches that allow studying the structure of preparation for professional activity from the standpoint of increasing its effectiveness: systemic, activity-praxeological, competence-based, as well as the development of a pedagogical system for the formation of students' professional competencies

**Keywords:** professional competencies, student, pedagogical university, systemic approach, activity-praxeological approach, competency-based approach, pedagogical system

According to the new law "On Education", in the conditions of the establishment of New Uzbekistan, having high spiritual and moral potential, modern professional skills, creative and social activity, logical thinking, and rational solutions to life's problems to train a new generation of specialists who are armed with the skills of finding, who can fairly evaluate the tasks of a legal democratic state and civil society, as well as to educate personnel who have a deep sense of responsibility and who are well-rounded, who have consciously mastered educational and professional programs the social-pedagogical idea that implies delivery is put forward.

Self-management and self-mobilization are important elements of professional development. One of its most important directions is the development of cognitive activity of students. This direction includes the activity of activating the educational work of future teachers, determining their professional specialization.





The development of professional qualities represents the pedagogical process and applies not only to its didactic device, but also to the social results and mental image of the future teacher.

Therefore, the teacher appears as the author, producer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

The training of specialists in the higher education system mainly consists of two important links: scientific-theoretical and practical training. Practical training consists of continuous and organic application of theoretical knowledge and skills, and depends to a large extent on the effectiveness of the professional production practice organized in the educational process.

It is known that the production and pedagogical practice of students, which is an important part of the training of personnel in the fields of bachelor's education - learning modern methods and experiences in science and technology, technology and production, professional skills and is based on the formation of practical skills.

A teacher with a modern image of today must have completely changed himself in terms of quality, fully demonstrated his creative abilities, had high spirituality and created his personal pedagogical concept. Explaining this to future teachers requires a high level of knowledge and pedagogical skills from a teacher of higher education. To do this, the teacher of higher education should ask the students:

- Explaining the essence of the Law "On Education".

give;

- Fulfilling modern requirements in conveying the content of pedagogical activity;
- Modern approach to educational content;
- Explanation of the laws of education and upbringing and their content;
- Mental preparation for the educational process;
- Improving the ability to divide attention;
- Teaching to understand the content of education;
- Getting used to doing memory exercises;
- Teaches to control and manage emotions in time;
- It is important to teach him exercises such as training his will.

In the conditions of current society, culture and educational development, the need to develop teacher's professional qualities is measured by the following:

- socio-economic renewal requires a fundamental renewal of the educational system, methodology and technology of the educational process. In such conditions, the teacher's innovative activity consists of creating, mastering and using pedagogical innovations;





- humanization of educational content requires constant search for new organizational forms and technologies of teaching;
- change in the nature of the teacher's attitude towards mastering pedagogical innovation and its implementation.

Psychologist M.G. Davletshin provides valuable information about the psychology of a modern school teacher based on the results of his research on the development of professional qualities of a teacher. In his opinion, the personal and pedagogical qualities of a modern teacher continuously develop and improve during his professional training and work.

M.G.Davletshin considers that in the current educational process, the future modern pedagogue should embody the characteristics and qualities specific to the teacher's personality and profession, and be able to use them appropriately and moderately in the process of teaching and upbringing. They are:

- 1) personal characteristics of the teacher,
- 2) professional knowledge,
- 3) professional qualities,
- 4) personal pedagogical competence,
- 5) organizational skills,
- 6) communicative skills,
- 7) gnostic qualifications,
- 8) shows his creative qualities.

In addition, the scientist says that important components of pedagogical skills for a future teacher to successfully carry out his work:

- 1) didactic ability,
- 2) academic ability,
- 3) perceptive ability,
- 4) speech ability,
- 5) organizational skills,
- 6) authoritarian ability,
- 7) communicative ability,
- 8) pedagogical creative imagination,
- 9) must have the ability to divide attention.

According to the opinion of the scientist, in addition to these, the teacher's pursuit of a noble goal, hard work, determination, humility, honesty, loyalty, exemplary behavior, behavior, self-control, appearance, etc. , admits that his acquisition of qualities and qualities corresponding to national and universal moral standards are



important factors that ensure his readiness for his professional activity and the effectiveness of the educational process.

According to the analysis of the research conducted by the psychologist E. G. Ghaziev on the current problems of professional pedagogical training of future teachers in higher education institutions, the quality of professional pedagogical training mainly depends on three important factors:

1. To the thoroughness, stability and strength of knowledge and skills acquired by students during pedagogical practice;
2. The quality of rational organization and control of educational and educational work;
3. To teach students to acquire rational knowledge independently (actively and creatively) and to give specific advice and recommendations in this field.

According to the scientist, the necessary conditions that serve to improve the educational process in higher education institutions and increase its quality can be divided into five aspects.

1. Expediency of restructuring the higher school structure based on ethnic, ethno-psychological and territorial characteristics.
2. The process of teaching and forming students as individuals in higher educational institutions can fully meet the requirements of the present time.
3. The higher school curriculum, program and textbooks, manuals, developments, and lecture texts based on them fully and reasonably reflect the current lifestyle, scientific achievements and necessary information, best practices, and features of our country's territories. to continue
4. Formation of independent thinking in students, training in creative research, development of critical thinking.
5. Forming high feelings of patriotism, humanitarianism, self-sacrifice, and hard work in students by educating them in the spirit of the national idea and ideology of national independence.

Also, based on his research, the scientist provides guidelines for improving the assimilation of knowledge in non-auditory activities of future teachers; about the procedures for providing students with the necessary advice and recommendations, taking into account the characteristics of students' interests, needs, motivation, ability and outlook on learning the basics of general professional sciences; also puts forward a number of recommendations and scientific solutions about students' psychological characteristics, thinking characteristics and means of forming independent thinking in them. According to the scientist, the future teacher, who has the good intention of becoming a perfect person, must acquire the spirituality and value system created by





our ancestors and ensure the development of the future. it is appropriate to form methods.

E. G. Goziev, relying on his many years of scientific research, identifies the leading and priority national characteristics of future teachers in their future activities and organizes and describes them in accordance with the purpose:

- 1) thoughtfulness,
- 2) tolerance,
- 3) cordiality,
- 4) sincerity,
- 5) role model,
- 6) patience,
- 7) generosity,
- 8) pedagogical courtesy,
- 9) spiritual height,
- 10) dedication to the profession,
- 11) possession of high emotions,
- 12) social activity,
- 13) speaking ability,
- 14) initiative,
- 15) organization.

These characteristics serve as important factors in ensuring the effectiveness of the professional activity of future teachers.

G.B.Shoumarov also highlights the need to establish psychological services at the level of established requirements and norms in the effective organization of educational and educational work at the stages of teacher's professional training.

Many teachers do not have the need to master existing experiences in the development of professional qualities. The skills and competencies of selecting and analyzing these experiences have not been sufficiently developed. Teachers do not pay enough attention to the analysis of their personal experiences and the activities of their colleagues.

The teacher's pedagogical activity can be traditional and innovative. It should not be forgotten that advanced pedagogical experiences are particularly effective. At the same time, pedagogic experiences become new and contribute to the enrichment of educational practice and theory of didactics.

The role of the teacher in creating and popularizing best practices among colleagues is very important. That is why subjective factors should be taken into account when putting into practice and popularizing the main conditions and indicators of a certain





experience. Also, it is extremely necessary to evaluate its options and spread it among the pedagogical team. In the process of transfer and assimilation of experiences, it is required to put them into practice, paying special attention to its object and new aspects. Every teacher should pay attention to the valuable and unique aspects of a new experience in order to create it. In order for advanced pedagogical experiences to become public, the teacher must have mastered objective pedagogical theories.

The diversity of pedagogical experiences can be seen through innovation and research. In this, the teacher moves from practical activity to theoretical analysis and generalization. In such approaches, innovative views and methods specific to the development of the teacher's professional qualities are expressed.

The analysis of the future teacher's innovative activity requires the use of certain standards that determine the effectiveness of innovation. Such standards include novelty, optimality, high efficiency, and the possibility of creative application of innovation in public experiments.

Newness reflects the essence of newness, the level of novelty offered as a standard of pedagogical innovation. Pedagogical scientists distinguish the absolute, limited absolute, conditional, subjective levels of novelty, which differ according to the degree of popularity of use and field.

So that the process of forming the professional maturity of the teacher does not stop:

- creation of a long-term target innovative development program;
  - determining the goal not only materially, but also morally;
  - the existence of an idea to continue and improve an idea or a radical innovation;
  - integration of the process of creation and implementation, in the practice of professional innovations;
  - Creating a system of incentives and social protection for the "creator" and his team.
- Innovative stages are conventionally divided according to the composition of the innovative process:

- emergence of a problem based on the objective or subjective, external or internal karama - contradictions of the innovative idea;
- organizing and conducting an innovative process in search of new ideas based on the creative activity of a person;
- taking innovative result-innovation as an important new idea from an objective or subjective point of view.

Check out what's new in the community experience:

- adaptation of new ones to the current practice and turning it into a social standard.
- In order to develop professional qualities, a teacher should have the appropriate motivation, knowledge of innovative processes, the ability to design pedagogical





effects, and the skills not only to use certain technologies, but also to improve them. That is why it is important for the teacher to have deep knowledge and special skills, the internal characteristics of creativity and self-control.

The intellectual and creative activity of the future teacher is an important condition for the organization of a person-oriented educational process. For this, he should regularly search and think creatively in the course of his work. He achieves this as a result of his experience. It depends on the teacher's creativity, responsibility, tendency to analyze situations.

In the current conditions, the following professional and personal qualities are required in the development of professional qualities of future teachers:

the ability to quickly adapt to changing life situations, sociability and team work;  
good knowledge of modern production technology, ability to acquire new knowledge independently;

ability to use information technology and information correctly, search for necessary information using telecommunication tools;

to have the ability to develop mental abilities, increase general culture;

basic approaches, principles, requirements regarding the technology of creating and using modern didactic teaching tools, as well as knowledge of information preparation, processing and transmission (culture of using computer tools);

effective use of any didactic means of teaching to solve professional and educational issues;

creation and application of modern teaching tools, formation of skills of searching, analysis and selection of information-educational resources, organization of interactive dialogue between learners and teaching systems based on modern didactic methods of teaching communication, interpersonal communication, etc.

Therefore, it is necessary to develop the skills of innovative pedagogical stability in future teachers in the educational process in higher education. At the same time, pedagogical and psychological knowledge plays an important role in creating the possibility to work happily in the profession and love for the profession through the effective use of the system that motivates future teachers.

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