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## **Preparing graduates for pedagogical activities.**

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### **Annotation**

The definition of pedagogical skill as the ability to create the desired pedagogical situations not only aims at the implementation of anticipatory, preventive education, but also helps to see some opportunities for improving the professional training of graduates of pedagogical universities. The following article is devoted to ways to prepare students for pedagogical activities.

**Key words:** pedagogy, psycholog, competence, portfolio, methods, technique, approach.

The new challenges presented to teachers by the changed socio-cultural situation objectively require new solutions in the practice of their professional training. The aggravation of child cruelty, the desire of schoolchildren for publicity in committing antisocial acts place high demands on the level of psychological, pedagogical and personal readiness of specialists in educational institutions to work with such children, to prevent such manifestations in the children's environment. To work with atypical manifestations in the behavior of children, with various forms of socialization disorders, not only school psychologists and social teachers, but also subject teachers, primary school teachers, teacher organizers, teachers of

preschool education institutions - all specialists should be ready.

Comparing a teacher, for example, with an artist, it is legitimate to raise the question of what importance is attached to the options for the best solutions in the activities of both, and especially in the process of learning the skill. It is known that in artistic activity and in all other forms of art, acquaintance with the best solutions - both past and present - is given great importance. The future artist in the process of learning deeply and comprehensively studies many options for the performance of roles by various stage masters. The same is observed in the process of training pianists, artists, surgeons and others. As for the pedagogical universities, acquaintance with models of pedagogical skill does not always

occupy a worthy place in them. Instructive options for creating educational situations are not properly reflected either in lectures or in seminars.

Some teachers of pedagogy use only small particles from the experience of the masters of education, only separate details, which, being torn from integral options, say almost nothing in themselves, it is difficult for the student to get a clear idea of the essence of pedagogical creativity from them. Due to the insufficient use of the best experience in education, classes in pedagogy are sometimes boring, students treat them passively. They also see few examples of pedagogical skill during pedagogical practice, because they do not always meet genuine masters there, and besides, in a short period of pedagogical practice it is simply impossible to really deeply and comprehensively understand the difficult circumstances of school life.

The set of professionally conditioned requirements for a teacher is defined as professional readiness for pedagogical activity. Qualification characteristics of the teacher from the standpoint of the requirements for his knowledge, skills and abilities; to his personality, abilities, psycho-physiological capabilities and level of training. To date, a wealth of experience has been accumulated in building a teacher's profессиogram, which allows us to

combine professional requirements for a teacher into three main sets of interrelated and complementary ones: 1) general civic qualities; 2) qualities that determine the specifics of the teaching profession; 3) special knowledge, skills and abilities in the subject.

At the level of the content of education at the university, this contradiction lies in the fact that the content of teaching the subjects of the psychological, pedagogical and professional blocks is not adequately determined by the specifics of solving professional problems, the actual tasks of the professional activity of a teacher in a modern school; the content and methodology of teaching the most important courses "didactics of the subject" have not been developed, new systems of academic disciplines specific to the training of teachers in classical universities have not been created; continuity between psychology, pedagogy, general theories of learning and specific methods of teaching the subject is not ensured

An important factor in preparing university students for pedagogical activity is the implementation of a set of interrelated curricula of psychological and pedagogical disciplines, the formation of students' value attitude to pedagogical education and the active development of psychological and pedagogical disciplines, the formation of

psychological and pedagogical competence, contributing to the development of social and personal competencies and aimed at increasing the efficiency of graduates in solving socio-professional and personal tasks.

At the present stage, the differences between the areas of training of future specialists in the field of education and the field of culture are smoothed out; among the types of activities for which the graduate is preparing, cultural, educational and pedagogical activities are provided, as part of the preparation for which a number of competencies are formed that are significant from the standpoint of socio-cultural partnership. The designated competencies are integrative in nature, which determines the need to combine forms that are diverse in content in the process of training future specialists, retraining and advanced training of practitioners, actualizing the needs of students in expanding their ideas not only in the field of pedagogical or only cultural and educational activities, mastering with the necessary skills and experience.

3. The competencies presented reflect only the components of the readiness of future specialists to implement certain levels of partnership (at the level of interaction with specialists and institutions of various types and at the level of interpersonal interaction). This determines the need in the course of

implementing programs for professional retraining and advanced training, self-education of social specialists to master the components of a culture of partnerships through various forms, methods and means.

The educational process uses various types of tasks that directly and indirectly form a general pedagogical culture, ideas about childhood as a socio-demographic group requiring care, a general understanding of the specifics of pedagogical activity, and actualizing the awareness of the importance of the profession.

Tasks of the following type are widely used:

— Modeling pedagogical systems of different historical periods or individual countries allows students to expand their understanding of the specifics of pedagogical systems, their features, the possibilities of using certain elements of the studied systems to solve the problems of modern educational practice.

— Compilation of comparative tables reflecting the comparative characteristics of the studied concept, process, object. When performing tasks of this type, the use of information technology provides a quick collection of information, its technical design, and possibly a presentation, systematizing and summarizing knowledge about the object under study.



— Designing programs, abstracts, methodological developments of events, preparation of methodological materials - the task is focused on the collection and processing of information, its creative understanding, the creation of a new product, its protection. The implementation of such tasks allows you to master the skill and expand the experience of designing, including preventive programs and partnerships of educational and cultural institutions in the practice of interaction with the child and his family.

— Creation of methodical piggy banks (in printed and/or electronic form) ensures not only the collection and processing of information, but also its systematization, correct technical design, semantic unity of the system being built, the possibility of replication (if necessary) and application in pedagogical practice.

— Creating an electronic portfolio allows you to collect, summarize, systematize information, stimulating professional education, self-education, personal and professional growth.

— Conducting webinars and master classes (in person, online) allows students to consolidate their understanding of technologies, forms and methods of organizing interaction with various categories of families and children, institutions and services, forming a readiness for their use during

the passage of various types of practice and future professional activity.

— Discussion platforms and debates, videoconferences make it possible to form a culture of communication, defense and presentation of one's position, the ability to accept the position of another, stimulating the formation of the necessary social attitudes and values.

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