

## PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS

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### ABSTRACT

In the article, the professional and personal formation of future teachers studying in pedagogical universities, the main factors necessary in the professional formation of a future teacher, pedagogical conditions, the formation of individual psychological characteristics, fully responsive to the requirements of the reforms implemented in society, resistant to competition in the production sector, the formation of a person who can adapt to sudden changes, as well as effectively functioning at the level of the requirements for the qualifications of specialists in the labor market, the practical direction of professional and pedagogical education, the fundamental reforms implemented in the education system, the selection of a unique socio-political and economic development path in society, as well as global education the issues of formation of continuous education system conforming to the standards are explained.

### KEYWORDS

Student, education, process, system, profession, person, formation, result, teacher, socialization, competence, environment, experience, development.

### INTRODUCTION

The fundamental reforms implemented in the education system created favorable conditions for the selection of a unique socio-political and economic development path in the society, as well as for the formation of a continuous education system that meets the standards of world education. The state

policy in the field of education is recognized as one of the priority directions for the development of social society. Among the important activities carried out in this direction, the tasks of forming a new generation of specialists, morally and morally mature, independent worldview, creative thinker, rich national heritage, as well as universal and national values, are defined. It is



an urgent problem to form a person who fully meets the requirements of the reforms implemented in the society, is resistant to the competition in the production sector, can adapt to sudden changes, and also works effectively at the level of the requirements for the qualifications of specialists in the labor market. Despite the creative work carried out in the field of education and a number of positive changes achieved, the most urgent issue today is to accelerate the dynamics of the development of educational efficiency, to effectively use the conditions and opportunities created in it, and to supply competitive specialists - future teachers [4].

The development of modern society is connected with globalization - the process of creating a global system based on the interpenetration of social, political, economic, ideological, cultural and other ideas. Our society is experiencing many socio-political, socio-economic changes. Many areas of life have risen to the level of global models. The economy began to develop on the basis of market and business laws. The dominance of market relations in life imposes the power of money, things, which contribute to the consumerist mood of people. In recent decades, everything has changed dramatically: politics and economy, culture and social sphere, individual and social relations, the whole way of life of people.

Main part. In the context of globalization, educational reform is implemented by introducing foreign experience presented as innovation in the educational system. At the same time, it is aimed to develop the unique qualities of the educational system. This attitude included foreign experience while the educational system relied on its advanced traditions, local educational ideas, and focused on the globalization of socio-economic development.

Personality development was recognized as a phenomenon that occurs under the influence of socialization and upbringing of individual social qualities. If the development is directed to the developing qualities characteristic of a person, education is organized on the basis of existing scientific knowledge and ethical rules recognized by society. This process has a significant impact on the teacher's professional formation. If development enriches the characteristics of a person, education is directed to the formation of personal and professional qualities that are not present in him, but are reflected in the content of culture, social ethics and spiritual norms, because the professional formation of a teacher of vocational education is clearly goal-oriented, pedagogically organized, as well as is carried out in the process of controlled education.

A social crisis is also observed in the living space of a growing person. Tests to determine the motivations of schoolchildren show that their priorities are materialism, orientation to personal material well-being, strengthening feelings of appreciation of kindness and compassion [1]. Mass media through its channels talk about criminal incidents, show terrible forms of human behavior. And in children, the measure of attention increases in the negative direction, there is a decrease in positive emotions, and the negative, as if, is the only possible way of life and an example. K. D. Ushinsky said that the influence of the mass media brings about the process of creative activity in children by drawing attention to the positive life material that accompanies the success of each child, allows him to show his individuality [3].

Students paid attention to work aimed at mastering practice in professional activities [2]. To solve this problem, students' self-management, scientific-research, artistic-creative, sports, and volunteer activities were used. Active independent



extracurricular activities in accordance with the needs and abilities of students served to make the extracurricular process a priority. As a result, the process of training outside the auditorium made it possible to form and develop the professional socio-psychological and pedagogical experience of future teachers' interactions with students, their parents, residents and community workers at a high quality level. Vocational education is based on the technology of psychological and pedagogical support.

Taking into account the priority of classroom training (lecture, practical, laboratory, seminar training, etc.) in the professional formation of future vocational education teachers in higher educational institutions, the educational process was carried out step by step and at the same time, the role of independent education in the professional formation of students and significance was determined. The principle and organizational-methodical conditions of self-education in the acquisition of knowledge, i.e. autodidactic (autodidactic - self-learning and autonomy) were studied.

Self-didactics is the organization of regular, independent and autonomous activities in accordance with the subjective goal of the educational process in order to acquire knowledge, develop ideas, create concepts, skills and competencies. Student autonomy is the ability to identify, choose, and implement learning goals, principles, content, methods, and tools without difficulty or outside influence. It was noted that concepts such as "independent education", "self-education" and "independent study", which are important elements of the principle of autodidactic, serve to express the content of regular, continuously organized, independent and individual activities based on a specific goal.

Self-didactics provides for the mastery of the knowledge acquired by the student in a reasonable and proven manner, otherwise, the stated goals of independent study cannot be achieved. The reasons for independent study and technology are interrelated. At the same time, autonomy can be recognized as a method of problem-based education that serves to increase independence in the process of learning.

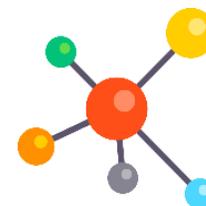
Independent reading technology is based on the problem-active principle. This technology reflects a set of pedagogical and technical-technological problem-situation tasks that are solved independently and autonomously by the subject for the organization of independent study [5].

Pedagogical and technical-technological problem-situational task is an organizational-methodical form of didactic material aimed at getting acquainted with the content of education in an integrated state during independent learning, and the group learning process can be categorized as educational activities during the period of independent learning [9].

It includes studying the interaction of students with interests, abilities, opportunities, needs, etc., and is also aimed at forming students' responsibility for solving personal professional problems.

Results and Discussions. Modernization of education depends on the level of quality of professional training of teachers. Therefore, the problem of training qualified specialists in the field of education arises. The teacher's competence is traditionally characterized by professional knowledge and skills, and in modern conditions, along with them, the ability to assess the conditions and situations that determine the quality of the pedagogical process.

The student's individuality is manifested in the uniqueness of solving educational and pedagogical situations. According to the characteristics of self-



management of students in solving educational and pedagogical situations, the following individual-typical types are distinguished: autonomous, fast and stagnant. In this, the description of each type includes the details of the "strong" side, which helps the realization of highly developed executive features, the "weak" side of underdeveloped features, as well as the possibilities of balancing the "weak" side at the expense of the "strong" side [7,8].

At the same time, the task of personal development of the student cannot be solved only through the educational process, because it must be recognized that there are factors stronger than the educational environment. In this regard, in higher education, an effort is made based on a comprehensive approach to study the factors affecting the personal development of students, as well as to turn them into pedagogical factors that have a coordinated positive effect on the formation of the personality of students [10]. As you can see, a qualified teacher should proceed from the fact that the resource that ensures the development of a person in his pedagogical activity is the surrounding social environment, which includes positive and negative materials in a multifaceted social environment in his system. While solving various pedagogical tasks, the teacher should interact with the resource that ensures the development of the individual, as well as actively communicate with it.

Socialization of the future teacher is a multifaceted process of his active participation in learning the culture of social relations, in the formation of certain social roles and functions for the development of professional self-awareness and an active life position. The task is focused on the development of personal beliefs, feelings and habits of students, which are suitable for solving the problems of pedagogical activity.

The uniqueness of students' socialization is related to their age. The beginning of student life (17-18 years old) is the final stage of rebuilding a teenager's body into an adult body. They have weak social activity, instability of value directions, self-control. However, from the point of view of their personal socialization, professional, work and spiritual and moral development, adolescence from 17 to 23 years is the period of the most active personal development. Experts say that students are distinguished among other youth groups by their active life position, high level of education, mobility and flexibility [6].

Socialization in the personal development of the future teacher ensures the formation of professional qualities of his personality. The field of education, which covers all parameters of the surrounding reality: natural and climatic conditions, socio-economic, cultural life of society, mentality of the population, etc., affects the formation of teachers' qualifications [11]. A.V. Mudrik, who studies socialization issues, emphasizes microfactors among different levels of personal development factors (family and home, neighborhood, peer groups, educational organizations, various state, public and private organizations, microsociety) [12].

Also, modern life takes place in complex conditions of global social, economic, political, cultural changes. The future teacher should master all these practically in order to be professional in his future work.

For the professional adjustment of future teachers in higher education, we are required to socialize students in all forms according to the program of experimental work for several years. In our opinion, as a means of education, it is designed to teach students to adapt to society by acquiring knowledge, cultural and spiritual values, and to help them harmonize material and spiritual values. So, we proceed from the idea that we put forward in our work that professional adaptation



ensures the development of students, self-awareness, acquisition of intellectual potential and creativity in itself, including in the socio-economic processes of society.

The basis of the teacher's professional formation is motivational qualities, intellectual potential, practical skills, volitional, emotional and self-management qualities [13]. These qualities in their developed form describe the student's full formation, individuality, comprehensiveness. Their level of development determines a person's social activity, lifestyle, happiness and how he behaves in society [14].

This idea corresponds to the task of creating effective psychological and pedagogical conditions for the development of social activity of future teachers before higher pedagogical education. In the educational process, they are created using practice-oriented, activity-oriented, person-oriented technologies. Experience shows that the social activity of students is sufficiently developed.

In our experience, psychological-pedagogical support for the formation of professional self-determination, self-knowledge of future teachers, as a necessary factor for the development of their social activity, consists of three stages [15].

The first stage is to familiarize students with the specific features of the teaching profession, which is primarily related to the "I" of the person who works on it, to create a social activity program for them, to observe schools, institutions, what to learn, etc. The teacher encourages students to communicate, use reflection, self-diagnosis, determine their professional abilities and work on themselves to independently understand the situations in the surrounding reality, constantly monitor the behavior, communication, activities of students, as well as their interests in various life situations. helps with advice and

recommendations by discussing the achievements and difficulties of protection, activities. As you can see, the main methods of pedagogical support of the teacher at this stage are manifested in guardianship, care and protection of students. With this approach, the student develops understanding of others, trust in them, readiness for social activities.

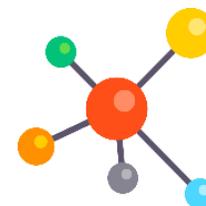
At the second stage, students' readiness for socio-pedagogical activity is manifested in their desire to actively participate in work to realize their professional abilities. They create an action program for themselves. Here, the teacher shows creative interaction with the student, supports his activity. It teaches how to define and step-by-step an activity program that helps to distinguish the content and operational aspects of the studied phenomena in a short period of time. All this creates independence and creativity of future teachers in the design and implementation of professional pedagogical activities.

In the third stage, students show absolute independence in socio-pedagogical activities, go to the way of solving the tasks defined in the program. He strives to solve them independently and actively participates in various social activities related to education, upbringing and development of the student's personality.

## CONCLUSION

Thus, in particular, in the process of familiarization with family education, students understand the mutual cooperation of teachers and parents aimed at unifying socio-pedagogical activities, the active participation of parents in all activities carried out by the university, the quality of education and the formation of the student's personality.

The teacher conducts his activities as a consultant to the implementation of independent creative works of students, monitoring their work and actions. As a



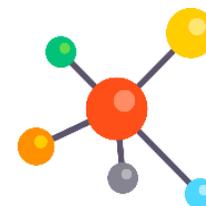
result of these observations, the teacher together with the students analyzes their actions. In general, at all three stages of pedagogical support, psychological and pedagogical support of students' socio-pedagogical work serves to develop the social activity of future teachers and improve their professional skills.

The skills of future teachers grow as analytical, prognostic, informational, reflective, developmental, organizational, communication, research skills and develop as a result of mastering practice-oriented psychological and psychological knowledge, pedagogical knowledge in professional activity. Also, along with practical skills and competencies, students mastered social competence - knowledge of the basics of social interaction with society, team, active participation in the activities of public organizations and social activities.

Socialization of future teachers on the basis of the known position that the educational system is open for interaction with the environment, its institutions and communities reveals the personality of students in the process of life content and activity, and contributes to the development of their pedagogical skills, stimulating their creative attitude to the chosen professional activity.

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