

Some Aspects of Improving the System of Quality Preparation of Students for Pedagogical Activities

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ABSTRACT

The article discusses measures to improve the education system, support for teachers, as well as reforms aimed at their training, and provides information on the participation and role of universities in this process. At the same time, according to the results of the author's research, some existing problems in preparing students for pedagogical activities are presented, the experience of foreign countries in this area is commented and proposals for the introduction and content of "Course of preparation for pedagogical activities" in non-pedagogical universities.

KEYWORDS: *teaching profession, university, graduate, pedagogical work, general pedagogy, teaching hours, innovative pedagogy*

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INTRODUCTION

As part of the broad reforms being carried out in our country, measures aimed at improving the education system are setting new requirements for the types of education. In the recent past, the improvement of general education STS, the organization of 10-11 grades in schools, the reform of vocational education, the radical reorganization of academic lyceums, the improvement of support mechanisms for teachers of higher education, training and retraining of teachers. the radical renewal shows that the focus on pedagogical activity has intensified more than ever.

In short, today the issues of education of the younger generation have become one of the priorities of our state. In particular, practical measures to support teachers and increase their prestige in society are under the personal control of the President, which changes the attitude of the younger generation to the teaching profession and strengthens the desire to own this profession.

LITERATURE ANALYSIS AND METHODOLOGY

Musabekova G.T. on the formation of the readiness of future secondary school teachers for innovative activities, M.T. Jumaniyazova on the preparation of history teachers for innovative activities in advanced training courses, V.P. Delia on the formation of an innovative educational environment in the humanities. The study and analysis of the literature on the research problem shows that in the context of informatization, the problem of preparing students for innovative activities in the field of vocational education has not been studied as a separate research work[1].

RESEARCH METHODOLOGY

In 6 state pedagogical universities and institutes operating in our country, a comprehensive system of preparation for pedagogical activity in general education subjects is being carried out. The majority of bachelor's degree graduates of these higher education institutions associate their work with the teaching profession in educational institutions. Improving the activities of such higher education

institutions specializing in the training of teachers on the basis of presidential decrees leads to an increase in the level of training of graduates for pedagogical activities. At the same time, in order to meet the needs of educational institutions for teachers with higher education in science, to provide district and rural educational institutions with highly qualified teachers and improve their training system, thereby improving the quality of education in the 2017-2018 academic year. Special external departments were established on (9.08.2017. № PQ-3183)[2].

DISCUSSION

In addition, the main purpose of which is the integration of production and science, the preparation for professional activities in the universities of the University status is carried out in accordance with the specialties of education. In higher education institutions with university status, the majority of graduates with specializations that are close to general education subjects (subjects taught in general secondary and vocational education institutions) also choose to work as teachers in educational institutions.

In particular, within the tasks set by the National University of Uzbekistan (including the training of highly qualified teachers and researchers in the field of fundamental and humanities at the level of modern requirements. 11.05.2016. № PQ-2527) annually provides teachers for educational institutions. Only at the university today, graduates of 23 bachelor's degrees have the opportunity to work as teachers in secondary schools, secondary special vocational education institutions. In the 2016-2017 academic year, 352 bachelors (24%) graduated from the University are engaged in pedagogical activities in general secondary and vocational education institutions. This places a special responsibility on the system of training specialists in general education in all universities[3].

Sociological surveys by educational institutions (customers) show that although university graduates have mastered their specialties (subjects), they are not yet ready for pedagogical work, their pedagogical skills do not meet the basic requirements. This is due to some of the following problems that exist in the system of preparing students for pedagogical activities in universities (non-pedagogical):

- Lack of compliance of curriculum content with the requirements of the state and society. "General pedagogy" for bachelor's degree programs in universities (the purpose is to equip future teachers with knowledge of the theoretical and historical foundations of modern pedagogy and teaching skills) and "Methods of teaching science" (mainly the theoretical foundations of

teaching methods and types of educational experiments and their tasks) and the teaching of problem-solving techniques) is the responsibility of the various departments, whose content is not mutually integrated and sufficiently coherent. As a result, the fundamental requirements for the preparation of graduates for pedagogical work (teaching skills; pedagogical skills; personal qualities that provide a humanitarian factor in the educational process; the ability to objectively monitor and evaluate the knowledge of students) and meet specific requirements by type of education. The content of "pedagogical practice" is not formed as a logical continuation of these disciplines;

- Unreasonable distribution of teaching hours for pedagogical orientation. Today, the basic volume of undergraduate education is 9288 hours, of which 4128 hours (44.5%) are pure classroom hours. An average of 250-350 hours are allocated for pedagogical subjects (varying in different faculties), of which 200-300 hours are classroom, and an average of 90 hours are independent study. In addition, an average of 144 hours of pedagogical practice is scheduled. The curriculum established for these pedagogical hours is not sufficient to train personnel in accordance with the requirements for preparation for pedagogical work;
- Compulsory transfer of pedagogical knowledge in general, without adequate consideration of the status of the university and the purpose of teaching. Due to the fact that an average of 20-40% of graduates of pedagogical disciplines in universities work in schools, colleges and academic lyceums to teach general subjects, an average of 60% of graduates spend time on pedagogical practice, teaching methods and professors. - The labor costs of teachers are considered to be unintended. Forcing the acquisition of pedagogical knowledge in the form of "against all odds" is contrary to modern approaches to education.

When studying the mechanism of teaching bachelor's degree in universities that do not specialize in the training of teachers in foreign countries, such problems were not observed at all. The main reason for this is the effectiveness of the model of preparation of undergraduate students for pedagogical activities at these universities[4].

In particular, at the Moscow State University named after M.V. Lomonosov, the bachelor's degree is 8320 hours, which does not include the disciplines of pedagogy and pedagogical psychology, the period of

pedagogical practice. Preparation of students for pedagogical activity is carried out by the faculty "Pedagogy" at the University. The faculty has special courses for 1404 hours, in which students receive additional training in pedagogy (including teaching methodology and technology, informatization of educational processes, methods of teaching the school course, etc.) and a certificate of pedagogical activity in addition to a bachelor's degree. they win.

One of the most common mechanisms for preparing bachelor's degree graduates for pedagogical activities in Germany is the acquisition of pedagogical knowledge and skills as an assistant teacher (trainee) in the postgraduate period (2-3 years), followed by short-term pedagogical training courses and certification. holds. In this regard, the United States, Britain, France, Canada and Japan also have a mechanism to prepare graduates of universities that do not have pedagogical status for pedagogical activities on the basis of additional programs. The content of preparation for pedagogical activity in these countries is based on the unity of theory and practice[5].

The analysis shows that in non-pedagogical universities of the country it is expedient to separate pedagogical modules from the curriculum of undergraduate education and to organize a separate "Course of preparation for pedagogical activity" on a competitive basis. In addition to the bachelor's degree, these courses provide training in the teaching profession according to the interests of students, demonstrating modern educational technologies, information and computer technologies, methods of teaching the subject, general cultural and practical training of teachers. Based on the experience of developed countries and national pedagogy, as well as the "Requirements for the training of teachers", the content of training for pedagogical activities is defined as follows: to ensure compliance with the fundamental and specific requirements for teaching:

Theory and history of education (structure: Science and history of pedagogy. Development of pedagogical thought. Networks and systems of pedagogy. Laws and principles of educational processes. Types and forms of organization of education. Inclusive education. Methods of education. Educational issues in independent Uzbekistan , educational content, state educational standards, etc.);

Informatization of innovative pedagogy and educational processes (structure: Innovation. Innovative management. Content of innovative pedagogy. Information educational environment. Electronic tools in education. Basics of e-learning.

Preparation of electronic teaching materials. Educational web resources. Knowledge assessment. Video lectures and webinars, distance learning, training, social networks, etc.);

Educational technologies and pedagogical skills (structure: Necessity and scientific bases of pedagogical technologies. Design and planning of educational process. Teaching methods and tools. Interactive teaching methods. Pedagogical skills. Pedagogical abilities. Pedagogical tact and pedagogical etiquette. Pedagogical techniques. development, etc.);

Educational institution management and pedagogical cooperation (structure: Educational management. Quality management of education. Structure and powers of educational management. School management. Pedagogical team. Decision-making processes in management. Decision-making rules. Optimal decision-making software products and their capabilities . School-neighborhood-family partnership. Exchange of experience on the basis of cooperation. Classroom leadership. Classroom and extracurricular educational work. Professional orientation of students);

Methods of teaching general subjects (composition: Basics of teaching the subject. Modern lessons. Development of independent work and creativity of students. I-IV, V-IX, X-XII grades and the structure and content of vocational education programs. Methods of teaching complex topics. Methods of diagnosing students' knowledge, skills and abilities. ICT in teaching and supervision of educational topics. Methods of working with gifted children. Working with strictly controlled and official documents (class journal, student's diary and diary). Sanitary and hygienic requirements);

Pedagogical psychology (composition: Student community. Individual, pedagogical psychological characteristics of students. Creative education and a modern approach to it. Conflict resolution. Pedagogical communication. Formation of motivation of students' learning activities. Motivation of small, middle, high school students. Motivation for pedagogical activity).

CONCLUSION

In our view, the preparation of non-pedagogical bachelor students for pedagogical activities on the basis of the above educational modules serves to ensure the conformity of teachers, who are the main subject of education, to modern requirements, thereby fulfilling conceptual tasks aimed at providing quality education.

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