

Scientific and Methodological Basis for Training Pedagogical Staff in the System of Higher Education

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Article Information

Received: November 25, 2022

Accepted: December 26, 2022

Published: January 27, 2023

Keywords: *Teacher, program, technology, development, social institution*

ABSTRACT

The article analyzes the main essence and distinctive features of the training program. The process of development of teacher education in Uzbekistan under the conditions of reforming the system of teacher training has been studied. The effectiveness of the introduction of modern technologies in the process of training teachers is characterized. The process of reforming higher education as a socio-pedagogical phenomenon has been studied.

The education system is a social institution for the transmission of the foundations of culture by previous generations to the next. In the course of the development of the education system, the transmission of general culture and the transmission of professional culture began to be singled out into special subsystems. Gradually, a system of general education institutions and a system of vocational education institutions took shape. With the development of the education system, a system of training teachers was formed, both for general education and for professional education. For a long time, general education teachers, i.e. literacy and arithmetic teachers were representatives of the clergy. Initial vocational training, as a rule, was carried out by master craftsmen in the form of a craft apprenticeship. At a certain stage in the development of the vocational education system, there was an objective need for organized training of teachers, which was due to an increase in the scale of organized training of qualified workers and specialists. As the stages of vocational education were differentiated, their formation and development, there was also a differentiation in the training of teaching staff for various levels of vocational education [1-4].

The structure of the system of pedagogical historical education, as is known, corresponds to the accepted qualification and educational levels and includes:

- primary education - in-depth study of the subject of history and pedagogy;
- secondary specialized education - in-depth study of such subjects as world history and the history of Uzbekistan, Russian language and literature, as well as a foreign language. These subjects will be tested upon admission to the Pedagogical Higher Educational Institutions;
- secondary vocational education - (pedagogical colleges);
- higher education - the study of pedagogical sciences;

➤ doctoral studies (training of doctors of sciences).

The content of education is a set of knowledge, abilities, skills, methods provided for study in a certain type of educational institution. The content of education reflects the current and future needs of society and social production, is determined by social relations, the state of science, technology, the development of schooling and pedagogical science, and is also a means of implementing the goals of education.

The structure of the activity of a higher educational institution is aimed at a wide range of diverse goals: cultural, industrial, scientific, etc. Within the framework of this educational integrity, pedagogical education is also distinguished. Accordingly, the content of education is a broader phenomenon than the content of pedagogical education, since it includes absolutely all the factors of the educational process at the university. The terms "content of education", "content of pedagogical education", "content of teacher training", "content of pedagogical training", which have different semantic boundaries and semantic depth, are considered in this paper synonymously and structurally, with direct consideration of the influence of the described factors on each of the them at the mention of any term [5-9].

The following systems influence the formation of the content of education: social needs, culture, individual needs, science, technology, nature. The influence of the system of needs implies the optimal combination of public and private interests in order to make education personally meaningful. The system of scientific achievements also has a direct relationship with the content of training, according to statistics, the period of time between a new achievement and the beginning of its systematic study in educational practice is steadily decreasing. The significance of the system of individual needs in shaping the content of education involves taking into account the age capabilities of the student and, in addition, assumes the possibility of university students choosing several subjects at will, depending on personal abilities, talents and interests. The factor of individual needs to the content of education is expressed, first of all, in the developed system of electives, which are introduced into the training courses of almost all faculties [10-13].

The content of education has several organically interconnected sources of its formation: science, production of material goods and culture; experience of public relations; spiritual values, the content of various forms of social consciousness. At the first stage, the content of education is completed taking into account specific historical requirements. With the development of production on a scientific basis, the complication of industrial relations, and the expansion of education coverage for the most diverse segments of the population, polytechnical knowledge began to be included in the content of education. In modern conditions of scientific and technological progress, one of the significant places in the content of education is given to computerization. All layers of social experience - scientific, industrial, cultural, social science - in the content of the education of the first stages of education are formed into separate subjects, later turning more and more into generalized, synthetic and integrative, showing the interconnection of the elements of reality. The source of spiritual values and the influence of moral ideals on the content of education is expressed in the fact that recently, in connection with the public attention to spiritual and moral values, the strengthening of the role of religion, generalized humanitarian subjects have been introduced into the curricula of universities, concentrating the knowledge of various social Sciences.

Among the general principles for the formation of the content of education, special attention should be paid to humanism, scientific character, consistency, historicism, systematicity, connection with life, age-appropriateness, accessibility.

The content of any educational process is concentrated in academic subjects and implemented through curricula (a certificate of an educational institution that determines the duration of the academic year, the duration of quarters, vacations; a complete list of subjects, the distribution of

subjects by year of study; the number of hours in each subject for the entire period of study and for each year, the number of hours per week for the subject being studied, the structure and duration of workshops, camps, etc.) [14].

The educational plan reflects the educational ideal and goals accepted by the society. It is developed taking into account the laws of the educational process, sanitary and hygienic requirements, and is also approved by the central body of education. On the basis of the curriculum, curricula are compiled in all subjects, containing goals, requirements, forms and methods of teaching; thematic content of educational material; estimated amount of time to study; a list of basic ideological issues; list of educational equipment and visual aids; recommended literature. The content of education is disclosed in detail in the educational literature, educational video disks, video cassettes, computer training programs.

The content of education at all times has been and remains the subject of a sharp ideological struggle; by changing the components of the content of education, the ruling circles were able to extend their influence on the school, and through it on society [15-18].

In modern Uzbek legislation, there are a number of requirements for the content of education. Based on the fact that the content of education is one of the factors of the economic and social progress of society, it should be focused on ensuring the self-determination of the individual, creating conditions for its self-realization, developing society, strengthening and improving the rule of law. In addition, the content of education is designed to provide an adequate world level of development of the general and professional culture of society, the formation of a student's picture of the world adequate to the modern level of knowledge and level of education, the integration of the individual into the national and world culture, the formation of a person and a citizen integrated into his contemporary society and aimed on the improvement of this society, the reproduction and development of the personnel potential of the society.

The content of education should promote mutual understanding and cooperation between people, nations, regardless of racial, national, ethnic, religious and social affiliation, take into account the diversity of worldview approaches, promote the realization of the right of students to freely choose opinions and beliefs.

A significant role in the professional development of a teacher as a subject of his professional activity, capable of constant self-education and self-development, independent solution of professional problems, is played by independent work of students, which should take about half of the entire study time allotted for mastering the main educational program. Classroom work only lays the foundations for the formation of professional competence, the integral formation of which is possible only in the process of constant parallel work of the student on himself. Modern higher pedagogical education provides maximum opportunities for this, including additional educational services that make it possible to get within the walls of the university, along with the main pedagogical specialty, any other one on the basis of a unified general cultural and general professional training [19-23].

The period of study at a university is an important stage in professional advancement. At this time, the foundation is laid for a future career, acquaintance with a future profession, new contacts, gaining experience in real professional interaction.

The development of the main educational program is carried out in a pedagogical university by including students in various forms of educational activities. Half of the study time allotted by the program is classroom studies, which provide the basis for theoretical training and practical training of students. Theoretical training includes not only the development of theoretical knowledge in lectures and seminars, but also the research work of students. The core of professional training and the main condition for the formation of the professional and pedagogical competence of the future teacher is his inclusion in activities carried out through

workshops of various content (socio-cultural, psychological-pedagogical, subject), as well as in direct practical pedagogical activity (summer practice in children's camps, schools and other educational institutions). Sometimes students underestimate the importance of lectures, believing that they will be able to independently get acquainted with the material presented by the lecturer. This is a big mistake. As a rule, it is the teacher who can effectively select the material, present it in a relevant context, explain the degree of novelty or archaism of what is presented in textbooks.

The skills necessary for successful learning activity can be divided into two categories. This is the ability to learn (learn) and the ability to communicate (build productive relationships with people). These skills are inextricably linked, and sometimes define each other [24-26].

A person learns all his life. The ability to learn is the most important component of the teaching profession. According to A. Diesterweg, "a teacher is only able to actually educate and educate as long as he himself works on his own upbringing and education." And we must not forget that now knowledge becomes obsolete much faster than before, therefore, a modern teacher needs to constantly update it.

What is the ability to learn? First of all, in the use of methods of mental activity or intellectual strategies (thinking, logical, mnemonic, etc.) in relation to a certain class of learning situations. This is the ability to organize your time, plan and control your activities, find the necessary information, choose suitable teaching methods, and cooperate with other people. This is a significant expansion of the range of meanings of teaching in the context of the transition from the ability to learn to the ability to learn together, which means the formation of generalized socio-cultural abilities of the individual. Moreover, it is also the ability to decide on one's own learning process.

Recall that self-education can be of two types: systematic and situational (when knowledge and skills are acquired as the need for them arises). We will mainly talk about systematic self-education, since it is precisely this that allows us to more fully implement the chosen professional educational strategy [27-29].

Studying at a university for people who are going to engage in teaching activities provides completely unique opportunities. From the very first year, the student finds himself inside the pedagogical process, acting as both objects and subjects of pedagogical activity. That is, the learning process itself in this case is a moment of pedagogical practice, which makes it possible to analyze the course of the educational process not only from the point of view of an ordinary person, but also from a professional standpoint: not only to pass exams, but also learns to take them; not only listen to lectures, but also learn to read them; not only to communicate with classmates, but also to learn how to manage communication in a team. Students have every reason to analyze the pedagogical style, techniques and methods of teachers, learn from them how to effectively build interaction, develop reflective skills and replenish the arsenal of pedagogical techniques.

However, no efforts of teachers will be effective if students do not expand the range of sources of self-education by attracting external resources. What kind?

First and traditional: books, periodicals, mass media. This also includes distance self-education - via the Internet. It is necessary to read special literature and textbooks recommended by teachers, but today only academic bibliographic sources are clearly not enough. Many problems that appear in modern life have not been reflected in the literature before. Therefore, their comprehension is possible only through acquaintance with relevant and "fresh" publications, through acquaintance with the opinions of prominent scientists expressed in television programs and newspaper interviews. Therefore, the more closely a student follows new publications, the more likely it is that the knowledge will be in demand by the student himself with much greater efficiency.

Information about various conferences, seminars, exhibitions can be obtained from the media and special periodicals. Participation in such events gives a chance to always keep abreast of events, learn in time about the latest literature and the ideas that leading scientists are working on. As a rule, scientific reports always contain a lot of historical and bibliographic information that will be useful in the learning process.

The second source of systematic self-education is training in various courses.

It is quite obvious that a competent specialist must have not only knowledge about the immediate subject of professional activity, but also a variety of skills necessary for its implementation. It's not bad, therefore, to learn some other useful skills in parallel with studying at a university, especially in the first year, when the load is not so great. For example, you can take a shorthand course (this will allow you to take notes in lectures and work in a library faster) or an Internet training course, or an image building course, learning a foreign language, etc [30].

The problem of oratory is relevant. It is no secret that many young teachers do not know how to speak figuratively, beautifully, expressively, and yet rhetorical skills are one of the most significant; a pronounced thought draws the attention of the audience to the lecturer. In senior courses, you can take personal growth trainings, trainings for the development of communication skills and self-confidence.

The third source is work.

Many applicants, having successfully passed all the tests and entered the university, mistakenly assume that in the next four or five years they are relieved of the need to think about work. Apparently, there are still strong beliefs, relevant in Soviet times, that along with congratulations on graduation, you will receive tempting offers from employers. Unfortunately, this is not the case. You need to start working as early as possible - while the student is studying at the university.

In addition to reputation and experience, work provides another important acquisition: information, new knowledge. First, knowledge about yourself. Secondly, knowledge about the work itself. Thirdly, information about the necessary knowledge that can greatly facilitate your work. Fourthly, about the area (organization) in which the work was performed. Fifth, knowledge about the nature of relationships with colleagues in general and with the employer in particular [31].

But it is important to realize that no matter how responsible and promising the labor activity is, at the stage of training in an educational institution, the main thing is the implementation of the curriculum.

The fourth source of self-education is the surrounding reality: the events that take place around; people with whom the student communicates, their knowledge and experience.

Of particular importance for future teachers (as, indeed, for people of many other professions) is the ability to work in a team. Seminars and work on joint projects contribute to the development of such skills. This gives, in addition to developing the ability to cooperate, the ability to connect others to help in your area of work; ability to extinguish conflicts; ability to plan deadlines for completion and delivery of work; the ability to edit the work of their comrades; the ability to bring disparate materials into a collective report (program, project), integration of efforts.

Separately, it is necessary to say about acquaintance with various educational institutions. It is also an important source of professional knowledge. Visiting various schools, Palaces of Creativity, kindergartens, a student can compare pedagogical technologies of education, the level of organization of the pedagogical process, and the skills of teachers, which will allow them to choose their own style of pedagogical activity.

Thus, studying at a university provides not only the opportunity to improve professional competence, but also the skills of self-diagnosis and correction (professional and personal qualities), orientation in the educational field and gaining connections (friendships and partnerships). But the success of professional development largely depends on the student himself: his orientation, creative activity, readiness for constant self-improvement and self-education, for continuous professional and personal growth.

The professional development of a teacher, leading to the achievement of professionalism and pedagogical skills, is a long, continuous process. Using the figurative expression of K. Rogers, it can be argued that this is "a journey of a lifetime." There are many approaches to determining the main stages of professional development. According to one of them, proposed by E. A. Klimov, the following phases of the life path of a professional can be distinguished.

Optant (or phase of optant, optation) is the stage of choosing a profession.

Adept (or adept phase) - a person has already consciously chosen a profession and is mastering it in a special professional educational institution (school, university, etc.).

Adaptant (or the phase of adaptation, "addiction" of a young specialist to work). In the activity of a teacher, it is associated with the entry into practical pedagogical activity, with the constant occurrence of non-standard, sometimes unexpected situations. It is believed that for teachers, this phase lasts 3-5 years (by the way, most often teachers leave the teaching profession at this stage).

Internal (or internal phase) - the teacher becomes an experienced teacher who can independently and successfully cope with the main professional functions.

Master (or mastery phase) - the teacher stands out for his special qualities, skills or becomes a generalist, freely oriented in various areas of professional activity, acquires his own style, individual, unique style of activity, achieves stable positive results.

Authority (or the phase of authority) - the teacher, as a master of his craft, becomes widely known in his circle or beyond, he has accumulated extensive teaching experience, due to which he successfully solves any professional problems.

Mentor (or mentoring phase) - the teacher has like-minded people, followers, students among colleagues, shares his experience with others, helps them in their professional and personal growth.

The main trends in the development of vocational education are reflected in the improvement of the goals, structure and content, organizational forms and methods of professional training of teaching staff.

Before modern pedagogical education, in addition to the main goal of meeting the cultural and educational needs of the individual, providing general cultural, scientific and professional training of specialists in the field of education, taking into account the changing needs of the economy and the labor market, the task is to help the future teacher in the conscious choice of his professional path, the implementation of self-determination in the pedagogical profession, development of creative potential and professionally significant personality traits.

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