



THEORETICAL AND GENERAL BASIS OF EFFECTIVE ORGANIZATION OF THE PEDAGOGICAL ACTIVITY OF FUTURE TEACHERS

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Abstract

The article examines the factors of effective organization of pedagogical activity of future primary school teachers, formation and development of professional motivation, and ways of effective implementation of professional and methodological activities of teachers. The theoretical and general aspects of the development of professional competencies and methodological preparation in the formation of professional motivation in future teachers are scientifically based.

Keywords: Pedagogical professional and methodological, motivation, modern teacher, professional competence, component, innovative activity.

Introduction

ANNOTATSIYA

Maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining pedagogik faoliyatini samarali tashkil etish, kasbiy motivatsiyasini shakllantirish va rivojlantirish omillari, pedagoglarning kasbiy-metodik faoliyatni samarali amalga oshirish yo‘llari tadqiq qilingan. Bo‘lajak o‘qituvchilarda kasbiy motivatsiyaning shakllanishidagi kasbiy kompetensiyalari rivojlanishi va metodik tayyorgarligi nazariy va umumiy jihatlari ilmiy asoslangan.

Kalit so‘zlar: pedagog kasbiy-metodik, motivatsiya, zamonaviy o‘qituvchi, kasbiy kompetensiya, komponent, innovatsion faoliyat.



АННОТАЦИЯ

В статье рассматриваются факторы эффективной организации педагогической деятельности будущих учителей начальной школы, формирования и развития профессиональной мотивации, а также способы эффективного осуществления профессионально-методической деятельности учителей. Научно обоснованы теоретические и общие аспекты развития профессиональных компетенций и методической подготовки в формировании профессиональной мотивации у будущих учителей.

Ключевые слова: педагогический, профессиональный и методический, мотивационный, современный учитель, профессиональная компетентность, компонент, инновационная деятельность.

Enter

The changes taking place in our society today are directly related to an innovative education system. One of the main and priority tasks is the orientation, education, and professional adaptation of future teachers to the pedagogical profession.

Accordingly, the Law of the Republic of Uzbekistan “On Education” stipulates that teachers must respect the honor, dignity and professional reputation of participants in the educational process, high-quality training sessions, the use of information and communication technologies, advanced and innovative forms and methods of teaching and education, taking into account the psychological and individual characteristics of learners, Taking into account physical and mental health, physiological development, paying attention to creating conditions for educating persons with physical, mental, sensory (sensation) or mental disabilities, conducting educational work with minors in cooperation with their parents or other legal representatives, complying with the charter and (or) other constituent documents of the educational organization, internal labor regulations, regularly improving their qualifications, and establishing obligations to undergo periodic certification in accordance with the position they hold creates modern requirements for the professional training of future teachers and the development of their professional motivation.[1]

It seems that the daily development of science, technology, and information and communication technologies in today's era requires teachers to have high skills,



a strong will, pedagogical and psychological strength, in-depth knowledge, and deep thinking.

A modern teacher is a person who, in addition to knowledge related to his specialty, has special knowledge in pedagogical and psychological, as well as youth physiology and hygiene, as well as various scientific disciplines, has professional training, high moral qualities, and works in educational institutions. Article 34 of the Law of the Republic of Uzbekistan “On Education” also states that “Persons with appropriate education, professional training, and spiritual and moral qualities have the right to engage in pedagogical activities” [1].

Today, the formation of professional motivation of future primary school teachers is a pressing problem from a scientific point of view. Today, a number of fundamental reforms are being implemented in the higher education system, which is considered the highest stage of the continuing education system in our country.

The issue of training highly qualified and independent-minded personnel is being given importance at the state policy level. The Resolution of the President of the Republic of Uzbekistan No. PQ-3775 dated June 5, 2018 “On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms being implemented in the country” is aimed at this issue [2]

Accordingly, the educational process in our republic has fundamentally changed, namely: innovative content and approaches, a new attitude, a high-level pedagogical process and innovations are being recommended;

Enriching the content of education with newly improved knowledge, skills and qualifications, acting on information and news, creatively solving problems related to science and education, developing knowledge and skills, and updating educational programs with innovative technological equipment;

In the educational process, traditional oral and written methods of communication between teachers and students are being replaced by computer tools for teaching, the vast Internet, and the use of networks;

The experienced teacher's interaction with prospective teachers is focused on guiding the student's personality;

Special attention is paid to the moral and spiritual image and behavior of the human person; the importance of subjects in the creation and implementation of innovative pedagogical and information technologies is being strengthened.

Analysis of literature on the topic. As a result of our research, it was concluded that studying scientific sources related to the research problem and summarizing the results of the analysis will serve to more broadly express the need for our dissertation.

Scientific and pedagogical issues of forming professional motivation of future teachers were studied by B.R. Samatova, N.Sh. Mannapova, Z.S. Teshaboyeva, E.T. Tursunnazarova, and psychological characteristics were studied by B.S. Abdullayeva, I.M. Khaidarov.

B.R.Samatova, as a result of her scientific research aimed at the formation of “Motivation of students of non-philological directions in teaching English (on the example of students of the jurisprudence direction)”, for the first time identified dominant factors affecting the development of student motivation, such as linguodidactic support, facilitator and assessment, while the methodology for developing motivation based on a concentric approach was hierarchically improved based on the stimulation of students’ interests and socio-communicative, educational activities and self-development motives. According to the author, there is a possibility of developing motivation based on the psychological essence of student activity and integrated with teacher management algorithms: [3]

N.Sh. Mannapova’s research on improving the motivation to form a healthy lifestyle in students of pedagogical higher educational institutions has clarified the effectiveness of ensuring the valeological competence of future teachers, pedagogical, physical and hygienic education (pedagogues, medical personnel, family and information and communication tools) in motivating students to a healthy lifestyle. As a result, the effectiveness of forming a healthy lifestyle in students, motivation and knowledge levels have been proven. [4]

Z.S. Teshaboyeva, having studied “Technologies for the formation of professional motivation of future educators-pedagogues”, clarified the pedagogical and psychological conditions for the formation of professional motivation of future educators-pedagogues on the basis of optimizing the individual professional development program, which is designed to prognostically analyze the methodological gaps that arise in students, through the “student-to-student teacher” approach. The author notes that the use of technologies for the formation of professional motivation, which are improved by the integrative introduction of elements of art pedagogy, such as music therapy

and fairy tale therapy, designed to prepare students for creative methodological developments in the process of qualification and pedagogical practice, is effective. [5]

In her research on the formation of motivation of non-specialist teachers in the process of learning English, E.T. Tursunnazarova achieved improvement based on the integration of didactic, imitative, plot-based, and dialogue-based technologies aimed at further increasing interest in language learning from an authorial perspective through the associative (logical connection) concepts of the categories of “motivation”, “value-motivation”, and “pragmatic motivation” in educational subjects. [6]

In her research in the field of psychology, B.S. Abdullayeva, dedicated to “Psychophysiological determinants of motivation for educational and scientific activities of future teachers”, she demonstrated that the development of the motivational aspect of educational and scientific activity related to the quality of “sensitivity to novelty” is evidenced by the manifestation of integrative features between “striving for success”, “striving to master the profession”, “social” motives and “progressive-sthenic” emotional qualities in creative innovative activity, as a result of the lateral profile of the functional state in future teachers, and the expression of social activity motives in interpersonal relationships in harmony with the flexibility of social thinking, based on the manifestation of temperamental characteristics in future teachers. [7]

In his research on psychology, I.M. Khaidarov managed to identify the psychological characteristics of the professional motivation of internal affairs officers. [8]

According to A.D. Stupnikova, the main components of professional motivation and its integral features are solved as a whole. A diagnostic study conducted to determine the initial level of professional motivation of a student - a future teacher at the initial stage of his studies at the university showed that traditional university education, aimed at students mastering a large amount of theoretical information without special knowledge, does not create sufficient conditions for the formation of a high level of professional motivation of a future teacher, does not ensure the growth of his subjective activity.[9]

He tried to reflect the general structural elements of the professional activity of future teachers, according to his interpretation, these components are: motives and goals of professional activity; stages of professional activity and main

professional actions; conditions, means and results of professional activity. In his research work, he explains the need to form professional motivation with the following leading new developments of the educational and professional era:[10]

- renewal of professional motivation;
- formation of elements of the system of professional and pedagogical activity;
- orientation of educational and training activities to the formation of professional and pedagogical activity;
- acquisition of elements of professional identity.

Analysis and results. From the above, it can be concluded that the effective implementation of professional activities of teachers depends on their aspirations, desires or wishes for this activity. In this regard, the issue of motivation is of great importance. Motivation in a broad sense is considered as a complex multifaceted controller of human life (his behavior, activity).

Therefore, motivation is a complex, multi-level system of encouraging a person to act, which embodies needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, and values.

From the above, it can be seen that today the priority is to effectively organize the pedagogical activities of future teachers, to form their teaching abilities and skills, professional and methodological competence in harmony with professional motivation. One of the most effective ways to motivate and inspire your teachers is to praise and respect them.

Receiving recognition from school administrators reassures teachers that they are competent at their jobs and that their contributions are recognized by the leadership. Most people, no matter how confident they are, need praise and affirmation from time to time. This is especially important for teachers, as they often work alone, deal with difficult students and parents, and sometimes lack confidence in their own abilities. While some people prefer to receive praise in private, for others, public recognition has a much deeper impact.

The problem of forming the motivational sphere of the personality of a future primary school teacher remains particularly relevant in the field of pedagogy. Motivation is one of the main factors of successful learning.

However, the characteristics of this factor and its effectiveness differ at different stages of higher education, in particular, from the first year to the last year, both academic and professional activities and motivation change. In this case, the lack of motivation for some students' academic activities may lead to their poor

development, and accordingly, the improvement of the educational process at the university may also depend on the motivation-oriented communication in students' academic activities.

This predetermines the restructuring of the entire educational process and each of its aspects, especially the motivational process. As is known, the basis of successful educational activity of any student is a high level of motivation in the type of activity. This helps to involve students in the educational process in mastering specialized subjects. Accordingly, the motivation-related content of the process of developing students' professional competence in the context of the paradigmatic transformation of education includes the following:

- the content of introductory classes aimed at familiarizing students with modern information and communication and pedagogical technologies and the possibilities of their application in future professional and pedagogical activities;
- presentations, modeling of structures, design techniques and technologies;
- organization and discussion of master classes and trainings aimed at developing professional motivation. [11].

As a result of this activity, students not only increase their interest in professional activities, but also develop self-assessment and control skills, which further strengthens professional motivation. It can be seen that the presence of motivation in education helps to activate cognitive activity. Thus, motivation can be defined as a set of psychological reasons that explain human behavior, its origin, direction and activity.

In our opinion, motivation is a need or desire, stimulated and directed behavior. In the acquisition of any profession, not only acquisition, but also its skillful implementation, all the laws and mechanisms of activity apply. It should not be forgotten that in order to acquire a certain professional qualification, there are complex processes associated with the conscious performance of both internal (psychic) and external (object-oriented) actions, both memorizing and, if necessary, recalling the relevant information, as well as performing it.

From the above, it can be seen that the formation of professional motivation of future teachers is expressed through the knowledge, skills and qualifications that they need to know in order to effectively organize the teaching process and achieve the desired result, professionally important concepts, competencies that they need to acquire, and professionally important personal qualities that they need to form. One of the main factors in the formation of professional motivation



in future teachers is the disclosure of the specific features of the development of their professional competencies and improvement of methodological training. The developed level of the teaching process is expressed through the concepts of "professional activity", "professional qualities", "professional competence", "methodological training", "personal development", "professional development", "continuous professional development".

These concepts are determined by the principles of using knowledge in pedagogical practice, its generality, and compliance with the requirements of social development. According to the results of numerous studies, one of the important factors in the educational environment that significantly affects the educational outcomes of students is the professional competence and skill level of the teacher. [12].

Accordingly, today it is of great importance to develop the professional motivation of future teachers in connection with their competence. Accordingly, the formation and development of professional motivation of future teachers is carried out both in the process of their initial professional training, in the process of studying at a higher educational institution, in the classroom and in the process of independent learning.

The formation of professional motivation of future teachers involves not only the necessary level of professional knowledge, but also the formation of psychological preparation, professional skills such as self-management and the educational process, self-direction in the necessary activities, and the ability to correctly direct professional, spiritual, physical, and personal capabilities to solve the problem under the necessary conditions.

Because it is this process that is considered a necessary phenomenon in the formation of professional motivation. This implies not only the necessary level of professional motivation, but also the formation of psychological preparation, the ability to manage oneself and the educational process, to direct oneself to professional activity, and to direct one's professional, spiritual, physical and personal capabilities to solve the problem under the necessary conditions. From this perspective, the modernization of the educational process at a pedagogical university requires making necessary changes to the content of the process of forming the professional motivation of future teachers, and in our opinion, it is advisable to implement these changes in the following aspects:



theoretical - knowledge about the purpose, principles, laws, teachings of the educational process, forms, methods and means of organizing the educational process;

methodological - knowledge related to the design, planning and correct selection of forms, methods and didactic means of teaching, the formation of students' motivation for learning;

technological - knowledge related to solving pedagogical tasks and situations in specific educational conditions, and the effective implementation of the planned educational process;

prognostic - knowledge related to the ability to project the development of the learner's personality in advance, to predict the means of influencing the upbringing of a highly spiritual, intellectually capable, independent-minded and creative person;

creative-innovative - practical knowledge related to the effective organization of pedagogical activity, the creation of new forms, methods and means of teaching and upbringing.

From the above, it can be seen that the process of forming the professional motivation of future teachers is determined by the practical implementation of interrelated functional elements, ensuring efficiency, and achieving results.

Conclusions and Suggestions

From the above, it can be seen that the formation of professional motivation of future teachers requires a special approach. As a participant in the teaching process, an organizer of the educational environment, the formation of professional motivation of future teachers requires taking into account social demands and needs, as well as the specific characteristics of pedagogical activity. Education, professional knowledge and skills, general and special abilities, socially significant qualities constitute the main basis for the formation of professional motivation of future teachers. Personal characteristics affect the pace and level of a person's development both as a person and as a specialist. The leading personal characteristics of a future teacher include his attitudes, motives, intelligence, emotional-volitional sphere. They indirectly affect the development of the individual and largely determine professional development. The level of professional achievements of a person is determined by both individual characteristics and personal characteristics. An empirical analysis of scientific

sources has shown that the personal characteristics of future teachers include the following:

Acme logical position, stable motivation for achievements, flexible and non-flexible activity, successful professional experience, high work capacity, responsibility, desire to make one's achievements a norm for other employees, willpower and ability to relax, stable desire to achieve professional goals and self-improvement.

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