



ACTUAL ISSUES AND PROBLEMS OF THE MODERN SPECIALIST TRAINING SYSTEM

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Abstract

In this article, the author explores issues of teachers' professional readiness and competence through an analysis of current issues in the education system of the Republic of Uzbekistan. Shortcomings and inadequacies in the teaching staff training process were examined, and conclusions and solutions are proposed by consolidating the opinions of various international and domestic researchers.

Keywords: Problems of education, professional teaching readiness, professional competence, modern requirements, modern trends.

Introduction

Today, great attention is paid to education in our country, and requirements are placed on the quality of education aimed at forming in new graduates the professional and creative activity of a person capable of independently improving their professional activities.

In this rapidly developing era, identifying the requirements for future teachers will allow us to organize student education and constantly improve its methods based on modern achievements in science, technology, advanced pedagogical and information technologies, economics, and culture. This, in turn, will affect the economic and social development of the country and the growth of society.

As in other areas of personnel training, fundamental reforms are being implemented in the content of higher pedagogical education in the process of training future teachers, aimed at expanding the scope of their professional activities and qualitatively changing them. Along with the traditional functions of a teacher (teaching, education, development support, assessment, working with parents, etc.), in the context of modernization of education, such professional



functions as planning one's professional activities in advance are becoming increasingly relevant. Because our developing society needs modern, educated, highly spiritual and enterprising personnel who can foresee the consequences of their choices and make independent decisions.

Thus, a modern teacher must have sufficient knowledge and skills to carry out professional activities, organize them on the basis of awareness and planning (analyzing existing situations, forming methods for solving priority problems, seeing promising directions of his/her activities, etc.).

A number of reforms being implemented in the country allow for new research into organizing education based on a practical and competency-based approach and using competency as a tool for assessing the quality of training future personnel. This, in turn, creates the need to study a whole area of problems related to identifying ways to form professionally important competencies of a teacher capable of solving complex pedagogical problems, rather than individual knowledge and skills.

While previously, research teachers focused on introducing pedagogical technology to improve the quality of education, in recent years, the modernization of personnel training has been moving in the direction of introducing innovations, with the main focus on the difficulty of learning and the formation of competence becoming the goal of education, rather than knowledge. [1]

It is no secret that today all educational institutions, when preparing their graduates, need to work together with their future employers. However, existing cooperation is not implemented sufficiently to fully meet the requirements of the times. Therefore, it is advisable to introduce modern innovative methods of cooperation

The quality of training future teachers for professional pedagogical activity depends on many factors: the quality of the educational (training) program; the quality of the scientific and pedagogical potential of pedagogical universities involved in the educational process; the quality of students (including the quality of applicants); the quality of the means of the educational process (material and technical, experimental base; educational and methodological support; classrooms used; knowledge transmitted (presented), etc.); the quality of educational technologies, etc.

Developing the professional pedagogical training of future teachers on the basis of innovative cooperation requires the preparation of educational materials aimed

at creating potential opportunities for the purposeful formation of students' professional pedagogical training, and the use in the preparation of organizational forms, methods and techniques that influence the maximum active mastery of all components of the educational process by students, the development of their creative abilities, and the independent acquisition of new knowledge. Systematic preparation of the composition of interdisciplinary educational materials is carried out using the following methods: systematic analysis, modeling, synthesis, separation of fixed and variable components of educational materials, and forecasting.

A number of psychological and pedagogical studies have been devoted to the issues of preparing students for professional pedagogical activity. However, despite the great interest of researchers and the significance of the results obtained, the problem of forming the professional pedagogical preparation of future teachers has not yet been fully resolved. The main reasons for this are as follows:

- Insufficient development of the theoretical and pedagogical foundations of the process of forming professional pedagogical training that reflects the content, essence, and development opportunities of future teachers' activities;
- the widespread use of traditional approaches that are satisfied with students' theoretical understanding of the profession, rather than shaping the practical preparation of future specialists for it;
- Instead of a systemic approach to organizing the process, an approach consisting of separate, unrelated, random components is used;
- Inconsistency in the level of development of technologies for identifying and assessing the results of the formation of professional pedagogical training of future students, which meet the modern requirements for quality assessment in the field of education.

These reasons indicate the need for research into the professional pedagogical training of future teachers.

As a result of studying the relevant research (O.Yu. Shavrina [2], V.A. Slastenin [3], E.V. Kharitonova [4], D.R. Shukurova [5] and others), the concept of “professional training” was explained as follows: “professional training is a complex phenomenon that is carried out on the basis of a personal approach in the process of preparing a teacher for pedagogical activity, characterizing the ability to make clear and quick decisions, show high interest in their work,

maintain contact with their students, and possess effective methods of pedagogical interaction.”

In recent decades, since the term "competence" has become popular in pedagogical terminology, some specialists have begun to look at it as a synonym for "malaka". As a result of the research, “Competence should not be viewed as knowledge or skills. The concept of competence is a broader concept than knowledge, skills or qualifications, it includes the above (here, we do not consider competence as a simple set of knowledge, skills and qualifications, this concept has a slightly different meaning)” stated O.E. Permyakov and S.V. Men'kova [6], and we agree with them that the professional pedagogical competence of teachers is a distinctive feature of their training - the unity of theoretical and practical preparation for professional pedagogical activity.

Considering the teacher's competence as a factor of his/her preparation, we defined it as the readiness and ability to carry out professional pedagogical activities. This interpretation allows us to interpret the concepts of "professional pedagogical preparation" and "professional pedagogical competence" as synonyms.

Our research on professional and pedagogical competence has led us to identify three main components in terms of content. They are:

- A purposeful, practically-oriented and carefully developed methodology (learning process) for the formation and development of professional pedagogical training of future specialists
- The direct connection of education with practical (production) activities
- The requirement is the ability and motivation of the individual in educational and scientific fields.

In this context, in the process of forming this type of competence of future teachers, it is necessary to take into account the dynamism (changing / growing) of the knowledge and skills that are part of the competence, not its static (unchangeable). This, in turn, gives it the opportunity to develop and change, and requires students to create the necessary competency-based assessment system. In addition, the study of the state of the chosen problem in the theory and practice of higher education allowed us to conclude that professional pedagogical competence is not formed independently, but rather requires special efforts based on conscious practical activity.



The mechanism that provides a solution to this problem is the choice of a theoretical and methodological strategy that characterizes the directions of scientific research and its results. Considering the formation of professional and pedagogical competence as a complex and multifaceted process, its full study is not a task that can be carried out unilaterally by educational institutions, we believe that it is necessary to use approaches that ensure its systematic and complex structure and allow the formation of the necessary competencies. The most complete solution to this problem can be implemented on the basis of a systematic and activity-oriented approach, as an analysis of the cooperation of educational institutions with the scientific and industrial sectors. Their joint, mutually complementary activities will allow, firstly, to comprehensively study the process of forming the professional pedagogical competence of future teachers, which can lead to the creation of a "working model" (of training future specialists), and secondly, it is necessary to create an effective environment for the implementation of this "working model" of the process.

This, in turn, requires specialists to develop modern methods of organizing the educational process, which will allow for an individual approach to training a large number of students in conditions of limited human and material and technical resources with a high birth rate. in the world. [7]

As a result of studying and analyzing scientific and pedagogical literature related to the problem of our research, it became clear that a comprehensive and systematic analysis of the factors influencing the development of the future professional training of a teacher, who is recognized as the main force driving educational reforms, will increase the effectiveness of solving the problem.

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