

APPROACHES TO DEFINE THE IMPORTANCE OF TEACHER TRAINING IN UZBEKISTAN

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Annotation. This article provides information about the importance of teacher training, the goals and tasks of teacher training, effective methods, and pedagogical technologies used in teacher training.

Key words: Professional development, pedagogical experience, pedagogue, professional skills, pedagogical research, pedagogical activity.

Educational reform sees the task of forming a new thinker, able to find the right way in the intense information flow of our age, productive of information, able to use information in the education and training of the young generation, professional learning, inquisitive, creative pedagogue. The importance of this work is that pedagogical experience has shown that no matter how much innovation is introduced into the content of education, no matter how perfect programs, textbooks and educational standards are created, their introduction into the educational process depends on the personality and pedagogical skills of the teacher. If this is the case, what should be the main focus or purpose of the training process?

In our opinion:

- while improving the personal qualities and professional skills of each pedagogue, introducing the latest news in their specialty;
- to develop the skills of applying innovations to practice for a high level of professional-pedagogical activity;
- educating pedagogues to have a thirst for news and a sense of constant independent study;
- organizing the educational process and training based on advanced pedagogical technologies;
- improvement of training of pedagogical personnel, improvement of professional skills of employees employed in this field;
- it is also important to improve their preparation for understanding the features and laws of adult education. Making changes to the process based on continuous analysis of training results.

Thus, the system of retraining and professional development of pedagogic personnel aims to improve their creative capabilities, personal qualities, and

professional knowledge, skills, and qualifications, and to improve the quality of student education.

Improving the qualifications of pedagogical staff and reforming the system of retraining based on the requirements of the educational reform is a very complex problem. It can be reconstructed on the basis of the principle of continuity. In it:

- to build it on a democratic and humanistic basis based on the human factor;
- taking into account the connection and difference between the basic (base) education and professional development of pedagogues;
- to ensure the coherence of independent work on self-improvement courses organized by the state;
- studying the needs of pedagogues and coordinating their subjective capabilities with social requirements;
- determining the content, form, methods, and duration of training based on classification and individualization based on the level of knowledge and skill at different stages (periodicity);
- developing a system of interdependence of attestation with material and moral incentives;
- ensuring interdependence of state and non-state, social, independently organized forms of professional development;
- organization of adult pedagogy for the system of professional development and retraining based on taking into account the age, motivations and personal qualities of pedagogues;
- competition of state and non-state institutions and introduction of externships in training and retraining;
- it is necessary to develop standards for determining changes in the professional activity and personal qualities of pedagogues based on professional development.

The theoretical, methodological, organizational and pedagogical foundations of direct pedagogic personnel training, the general aspects of organizing this process based on diagnosis and the connection with new educational values, doctors of pedagogy, professors K.Z.Zaripov, J.G'.Yoldoshev, Sh.Q.Mardonov, researched in the works of B.R. Adizov.

Retraining and professional development is essentially a social process, in which the person improving the skills - the teacher, the methodologist, enters into multifaceted relations with colleagues in the group. Under the influence of this relationship, he acquires certain knowledge, skills, and abilities, and compares himself with a number of personal qualities, such as communication, attitude to others, and understanding of them. We believe that it is appropriate to look at it as a subject of professional development, as analytical activity is decisive in the process of continuous improvement. It is very important for the teacher to conduct a scientific-theoretical

analysis of his analytical activity based on the requirements of the educational reform and to determine the relationship between them at the level of achievements in the field of pedagogy. In order to prevent inconsistency of his pedagogical activity with the requirements of educational reform based on analysis, it is necessary for the teacher to study and apply the results of scientific and technical achievements, pedagogical research during the course and after the course. At the same time, the system of methodical work at the workplace and the effective organization of independent learning are also important. So, it can be seen that the activity of the teacher during the course, along with determining the content of the course activities, and the activity after the course is aimed at the single idea-education-upbringing and improvement of one's personality, and the link between them It forms the basis of communication. In turn, the integrity and interdependence of these three components constitute the content of professional development. The theoretical and scientific direction of methodological work requires conditions for their solution. Thus, if the teacher's practical activity is a source of problems, pedagogical theories create conditions for their practical solution (application). Each teacher solves the educational problems necessary for him (based on the needs of his activity) based on the combination of theory and practice, and they are a source of activation of the teacher's pedagogical activity. It plays the role of a methodological basis in the decision of education and training. Along with teaching quality, it is necessary for the teacher to inculcate the idea of independence in young people, to raise them to be ardent people-lovers and patriots. This goal becomes an event through the activity of the teacher. Therefore, in PQT and MOP, i.e., in the activities of trainees and training organizers, the teacher should be encouraged to constantly study, learn it is necessary to strengthen confidence in the usefulness of professional development. The complex and multifaceted activity of the pedagogue in the education of the young generation puts increased demands on the educational process in the professional development system. Because the main goal of professional development activities is to thoroughly prepare practicing teachers for teaching activities in general secondary educational institutions. Due to the system of professional development, the teacher turns from the subject of education into its object. In turn, although this is a pedagogical system, it has a completely different character. By increasing his qualifications, the pedagogue takes the place of the student. Here, the determining factor for him is the process of knowing, that is, the organization of his activity. If he is the main organizer in a general secondary education institution, he falls into the role of a follower in the process of professional development, in other words, he turns from the subject of education to its object.

Therefore, it is very difficult for a teacher to get used to his new role in the initial period of professional development. The change in the nature of the activity also affects his relationships and psyche. In his new role, the teacher enters into a new relationship

with the organizers of professional development. The exchange of the teacher's status with the listener's status also affects his communication, behavior, and activity motives. The rapprochement of both his activities (teacher-listener) is realized on the basis of new relations. These relationships largely depend on the personal and professional qualities of the teacher of the training institution. At the same time, it is also important how the listener defines his motivations in the new environment.

Conclusion

As new relations between the student and the teacher appear in the process of teacher training, their character is greatly influenced by the level of professionalism, personal-professional, psychological qualities, and pedagogical skills of the teacher. This dialectic of relations requires a high level of organization of the listener's activity and taking into account the nature of his activity. Such a unity of the educational process causes the subject and object relations to change during the educational process.

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