

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF STUDENT
PREPARATION FOR PEDAGOGICAL ACTIVITY

Badalov Kamoliddin Rahmat o'g'li

Termiz University of Economics and Service

Teacher of the Department of Pedagogy

Termiz (Uzbekistan)

E-mail: kamoliddinb24@gmail.com

Tel. +998996776515

Abstract: Opinions about the psychological-pedagogical aspects of preparing students for pedagogical activity are given. Conclusions are drawn.

Key words: tool, teacher, innovation, paradigm, knowledge, continuity, pedagogy .

In the conditions of the change of educational paradigms from traditional to person-oriented and in accordance with the state educational standards, improving the training of specialists at higher pedagogical higher education institutions, not only as specialists, in-depth knowledge of complex subjects taught in primary school, but also as psychological and pedagogical there is a problem of training a professional who can easily find a direction for new achievements in the field of science innovations, can design school educational processes . (EVBondarevskaya, KVBochkina, VIDanjchuk, VVZaitsev, IAKolesnikova, VMMonakhov, AMSaranov, K.Sergeev, VVSerikov, VTFomenko, Ye.N. Shiyanov, ISYakimanskaya and others).

Here, it is very important not only to find the components of innovative processes, but also to master a continuous and mutually complementary technological integrity, which must include the main indicators of the state policy in the field of pedagogical education[1-6].

Currently, three main directions of research and pedagogic education technologies have been developed: the first one is fundamental research on the basics of technological training of teaching staff; the second - development of specific training technologies for specialists in pedagogical HEIs; the third is the creation of educational technologies of individual subjects[7].

In conditions of reform and redesign of higher pedagogical education, as well as standardization of educational processes, there are problems of finding tools that guarantee the results of training specialists (including primary school teachers).

Based on the analysis of the means, we came to the conclusion that the technological approach is the most effective "instrumental and methodological means of pedagogy and methodology are intensively updated in the conditions of preservation

of development in pedagogical sciences and practice[8-13]."

A technological approach within our research it is manifested in two functions: 1) construction of the educational process aimed at the didactic formation of the future teacher and analysis of the state of pedagogical systems; 2) implementation of the project of technological construction of the educational process in order to design the didactic-methodical development model of the future primary school teacher[14].

The purpose of this section consists of:

- 1) " Pedagogical the concept of "technology " . essence set ;
- 2) his role and student personality separately features formation process action to do normative conditions ;
- 3) future initial class of the teacher competence didactic-methodical development _ for to tools suitable technological the approach choose _

"Technology" is Greek word (techne - art, skill, competence valogos - knowledge), thus, this of understanding The original meaning is " skill". about knowledge”, that is didactic activity specialty expressive knowledge means _ The word " Pedagogical " . this category didactic relevance represents.

" *Pedagogical technology* " concept its essence _ structure _ to learn series researchers: VPBespalko, VVGuzeev, VVBogolyubov, MVKlarina, VMMonakhova, VYPityukova, AYSavelev, NFTalizina, AIUman, F. Yanushkevich and others own studies dedicated ones . Pedagogical from technology use the problem to learn scientists: Plato, Aristotle, A. Disterweg and others ; later on Yakomensky in education formative concept and processes to learn dedicated affirmative studies done those who increased; J. Locke, teaching known custom and behavior appropriation through processes formation; IFGherbart, teacher of work standards system specifiers : all parts and size statement to reach, to explain necessary has been science work go out and learn ; to class thorough prepared and detailed work output ; students requirements and opportunities according to teaching the plan try to define is considered[15].

K. D. Ushinsky and A. SMakarenko of the teacher pedagogical skill technology level rise those who think it is possible .

G. Andersen, E. Kelly, A. Maslow, K. Rodgers pedagogical technology in the teacher to the students effect reach methods and successful mutually relationship through surface coming feature saying those who emphasized They are XX in the 50-70s of the century " Pedagogical the concept of "technology " . of the teacher personal feature, self attitude, behavior style, that is study of the process subjective to the factor those who entered[16-21].

Research next step " pedagogical the concept of technology, education programming according to studies became (S. L. Press, B. Skinner and others), to them education the effect increasing periodic effect through actions system existence learning applies .

The concept to describe american scientists (R. Berne, B. Blum, O. Richarde and others) contribution they added _ pedagogical technology not only in education programmed and technical tools application, perhaps goals system before push, decisions selection, pedagogical activity the results analysis doing as well as training process the project to create mean holder total pedagogical thoughts strategy with harmonization necessity those who emphasized D. Pratt teaching system processes set gave A. K. Gastev, AKLanda, S. Anderson, M. Meyer and others are " pedagogical. " technology " category of essence algorithmic, technical and analytical organize doer like that to the analysis attention directed _ Including S.Anderson, M.Meyer, R.de Kiffer, F.Whitworth and others pedagogical technology is _ sounds to write and images projection as well as methods and them study in the process to apply to express is a tool saying those who emphasized.[22]

Study process work on the way out pedagogical technology to build determination processes from optimization to use learned (Dj. S.Bruner, YKBabansky and others). Other in studies " pedagogical the concept of "technology ". in the analysis (PYGalperin, NFTalizina, ATMolibog, F. Yanushkevich and others) training goals to the results reach methods to build their rationality setting, status diagnosis make, the content of the material selection, control-correction affairs and study process organize to do rational methods continuity to determine attention those who looked[23].

S. I. Arkhangelsky pedagogical technologies to the concept study process cybernetic control ideas enters, they teaching each of the process significant important stage comprehensive in management from the analysis organize finds _

Pedagogical technology teacher and student to the person (E. V. Bondarevskaya, VVSerikov) and study directed to the process (VMMonakhov). to be can _ Teacher and student to the person directed pedagogical educational in technology process of subjects mutually pedagogical cooperation system, content imagination reach methods (given, spelled or dialog) to the results get in technique reflection is enough[24].

Future initial class of teachers didactic-methodical competence literacy, creativity, artistry degrees autodidactic management actions with monologic and dialogic speech grow up based on identified;

Current at the time " pedagogical "technology " phenomenon conceptual level (pedagogy of science one direction as, education processes work to exit possibility giver goals, content and teaching methods learning and developing field as), also theoretical and practical (processes operations logic and the project done increase description) as is considered[25].

V. P. Bepalko pedagogical technology structural parts are " designed pedagogical of the system all in the elements to each other depends has been meaningful as "changes " . determines that _ purposeful and organizational any of the units in technology (including education in technology) existence showed.

The concept of modern higher pedagogical education envisages the development of pedagogical technologies for the formation of didactic competences of students in the conditions of alternative options of education.

Pedagogical technology can be understood as clarifying the essence and mechanisms of the systematic design of the educational process aimed at the formation of personal qualities. The leading integral didactic characteristic of the future elementary school teacher is didactic-methodical competence; didactic, pedagogical thinking ability. Pedagogical observation, the ability to choose materials for teaching and training, reflection, the ability to plan and analyze the pedagogical process, etc. depend on these abilities.

As stated by SBElkanov, pedagogical thinking is not limited to thought processes and operations . It covers the motivations of pedagogical behavior, its strategy, tactics, etc., it is dialectical, complex.

In the interpretation of the concept of "didactic-methodical competence", different directions are expressed, the main specific manifestations of the teacher's didactic competence are defined. Selection of didactic-methodical competence is based on the special view of didactic competence, taking into account the features of training future primary school teachers and their didactic activities.

2. Epistemological, humanitarian, projective, normative and reflexive functions of didactic-methodical competence are expressed.

3. The structure of didactic-methodical competence is revealed as a system of interrelated areas (motivational-theoretical, practical and research-reflexive). The main components of didactic-methodical competence in the motivational-theoretical field are cognitive and meaningful-operational components. In the practical field, motivational and operational components serve as the main ones. Research-reflexive in the field reflexive evaluation and individual-creative components .

4. Future initial class of the teacher didactic-methodical competence developed _ level in separation main criterion leader fields and structure components formed level is considered This is it of competence all fields development motivational and valuable components degrees determination for criterion being person qualities being motives and of aspirations of expression level and pace service does _

5 . Didactic-methodical competence developed _ degrees diagnosis to do methods and methods set work issued, emphatic experiment on time him transfer based on fields inside separately components and generally didactic-methodical competence development degrees separated .

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