

Technologies Of Professional Development Of Students In The System Of Higher Education

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Annotation: This article describes the incomparable role of pedagogical disciplines in the preparation of future educators in higher educational institutions, professional maturity orients the teacher to understanding and evaluating the development of the intellectual, spiritual and moral society and country. The need for professional development of students, their professional qualifications, high spiritual and moral qualities, a rich outlook, intellectual potential, the need for independent thinking, which directly express the professional maturity of a teacher, are discussed.

Keywords: creative search, creative activity, cognitive activity, students' thinking, critical thinking, educational process, pedagogical diagnostics.

Introduction

The radical changes taking place in society, the strong influence of various information flows on the spiritual and social life of the Republic, the need to eliminate the attack of destructive ideas make serious demands on the pedagogical personality responsible for the upbringing of the younger generation. Accordingly, it is necessary that future educators possess not only professional qualifications, but also high spiritual and moral qualities, a rich worldview, intellectual potential, independent thought. These qualities directly represent the professional maturity of the educator. The professional qualities of teachers and educators are more clearly manifested in the process of training.

The role of the pedagogical category in the training of future teachers and educators in higher educational institutions is incomparable. Professional maturity directs the educator to understand mental, spiritual, moral, the prosperity of society and the motherland, to appreciate it.

Often, professional skills and abilities can be successfully formulated in the audience in the process of teaching various theoretical disciplines. We tried to cite below the classification of skills

and abilities that are formed in higher educational institutions in the direction of various disciplines:

Of particular importance in the professional development of students are the consultations given by professors, seminars held and pedagogical practice.

The level of professional development of students should be regularly diagnosed by professors, additional seminar sessions and trainings should be organized to eliminate the identified shortcomings.

In the process of pedagogical practice, it is important for professors and teachers to give the necessary advice to future pedagogical educators, encourage them, remind them of neglected cases, regularly monitor and evaluate their practical activities in increasing the effectiveness of professional training.

In preparing students for pedagogical activities, it is important to control and evaluate their professional development. Objective control and assessment make it possible to accelerate the professional development of the future specialist.

The main goal of pedagogical practice is to strengthen the professional skills and abilities of students, as well as to identify their achievements and shortcomings through the diagnosis of their

pedagogical activity, to look for opportunities to eliminate the identified shortcomings. In this, first of all, the level of formation of educational and educational and professional skills of students is checked and assessed.

Control over the levels of professional formation of students can be carried out in the following 3 areas:

- a) quick control;
- b) Tactical (intermediate) control;
- c) strategic (final) control.

It is known that the traditional technology of professional training of teachers and educators is built on the basis of control, assessment of students' activities and its results.

Control and assessment of the level of formation of professional activity in students is a pedagogical phenomenon that is complicated on an evolutionary basis. Taking into account the fact that the assimilation of professional activity is carried out in stages, the control and assessment of the levels of professional development of pedagogical educators should be determined by mastering the experience of professional activity, being able to understand its complexities and finding a solution.

When assessing the activities of future teachers and educators, attention should be paid to:

- be able to creatively approach the didactic materials offered to educators;
- knowledge of methods of ensuring cooperation in pedagogical processes;
- vs. the formation of skills to be able to enter into communication with children.

These indicators to a certain extent express the professional formation of future pedagogical educators. Alternatively, a number of qualities should also be formed in future pedagogical educators. They are:

- professional knowledge;
- mastery of pedagogical approaches;
- operation-technological readiness for professional activities;
- a creative approach to professional activities.

In the organization of the preschool educational process, there are several types of interaction and communication between educators and educators, which are slow-positive, stable-positive and unstable.

Pedagogical technologies designed to create educational factors also include ways of influencing educators on the basis of communication with educators. Certain techniques or types of communication have special effectiveness in the training of future teachers and educators. They are methods of persuasion, justification of proven results, direct and indirect influence, self-education and interaction.

Pedagogical technology makes it possible to imagine the process of preschool education as a holistic system. The process of preschool education the basis of educational technology is a system that combines the purpose, content, form, method, means of education, such as educators and educators. They determine the essence of the process of preschool education in their interconnection.

The process of preschool education is organized in accordance with:

1. The emergence of such needs as Cognition, Development, socialization in children;
2. Awakening of the incentive to know;
3. Setting the content of activities aimed at educators;
4. Vs the presence of factors of control over the pedagogical process.

Any educational technology justified in practice serves to activate the personality of the educator. The development of such qualities of the person of the educator as Independence, Initiative, sense of responsibility, critical thinking is carried out through a person-oriented educational system.

In this case, it is necessary to emphasize its uniqueness, to allow self-development and create favorable pedagogical conditions for this, taking into account the need for freedom in the educational process, independence, absolute originality of personal thoughts, the presence of the need for self-expression, and not to adapt to the educational system of the educator. Because, any educator seeks to show his individuality.

In the process of preschool education, an active approach to the person of the educator expresses the concept of a technological system, in which the individual's desire for freedom, a single whole, independent knowledge, self-expression and activity are ensured. The educational process,

as well as its components – purpose, content, method, methods, means-are pedagogical phenomena of significant, developmental significance for the educator.

In the process of education and upbringing, the rapid development of the person of the educator, the assimilation of material and spiritual values are ensured.

If the educational activity is not able to understand the meaning, it will remain undeveloped enough. Thus, the essence of training is the main unit of development of the personality of the educator.

In the process of preschool education and education, personality-oriented technologies are distinguished by a number of peculiarities. The main goal of classes is to enrich the thinking of educators, their comprehensive development, preparation for school education, and certain concepts and information, elements of knowledge are presented to educators. Joint creative search is of important pedagogical importance, it is it that motivates educators and educators to show the joy of creativity, create innovations, organize independent research and creative activity. In this, educators-educators appear as the first subject of the educational process. Pedagogical activity is carried out by them, such as independent determination of cognitive methods, stimulation of cognitive activity of children, their comprehensive support. In the process, educators will have the opportunity to correct their mistakes, rely on personal experience, show their abilities.

Pedagogical educators, together with educators, participate in cognitive activities, perform assignments. The place of traditional explanation should be occupied by collaborative pedagogical activity. Future pedagogical educators should master the skill of being able to design activities aimed at the development of educators in a systematic way. In this, it is of paramount importance to create an opportunity for independent thinking of the wards.

Until the application of personality-oriented educational technology, and after it, when the professional activities of teachers and educators and their perceptions of their place in the process of preschool education were studied, we were able to identify the following. They are: level of control,

perceived control, acceptance of the result of professional activity as a factor in the achievements achieved, self-confidence, explanatory style, methods of education, etc.

In the process of preschool education, it is necessary for each educator to create an opportunity to show his interests and cognitive abilities during training. This situation contributes to their development as a person, socialization, based on the identification of the capabilities of each educator.

In recent years, the concept of "diagnosis" has been widely used in practical pedagogy. Pedagogical diagnosis is the assessment of the pedagogical process, its general condition, as well as its components through a comprehensive, holistic examination.

Pedagogical diagnosis is usually carried out on the basis of taking into account the psychological, subjective characteristics of the pedagogical process. Psychodiagnostic examination covers the person of the Educator, his activities, or individual aspects. Psychodiagnostics can be fast or continuous. Churonchi:

1. A quick diagnosis consists of analyzing the mental state of the team of the educator or caregivers, as well as their responses;

2. Continuous diagnosis consists in the regular study of the general state of the educational and educational process, the achievements and shortcomings of educators, the individual characteristics of the team of educators or a separate educator, and the state of training.

Diagnosis accelerates the achievement of the goals and objectives of preschool education. It promotes the identification and assessment of the extent to which the goals and objectives of preschool education are achieved.

On the basis of pedagogical diagnosis, such situations as a comprehensive knowledge of the personality of the educator, the study of the characteristics of the pupils in the group, the analysis of information in specific pedagogical situations are determined, and corrections are made to the preschool educational process, and gaps are filled.

The basis of interactive lessons is a compilation of interactive exercises. They are performed independently by their wards. The

difference between interactive exercises and tasks from simple ones is that in the process of their implementation, children's cognitive activities develop, in which initial skills for completing tasks are formed, speech and communication skills are formed. Qualities such as ingenuity, speed, presentability, concentration of attention on one point are formed.

In the process of preschool education, a professional vision is formed in educators about the possibility of using a number of interactive techniques. They are:

1. Completing creative assignments;
2. Working with small groups;
3. Educational games, role-playing games, imitations, Organization of working games;
4. Using additional opportunities, including the organization of trips;
5. Design of training and application of other types of work;
6. Fatigue with trainees wrote to conduct exercises;
7. Organization of working on new tasks and moments of strengthening the generated skills;
8. Calling the educators to small-to-small debates;
9. Vs the organization of problematic situations with caregivers.

All these interactive techniques create, first of all, a lively dialogue between educators and educators based on mutual trust. This makes it possible to develop children's cognitive activities and effectively prepare them for school education.

In order to achieve the goal required by the state and society in the process of preschool education, it is required to professionally-spiritually form educators, to achieve the development of self-and pedagogical skills and abilities.

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Important aspects of controlling the formation of the experience of professional activity in students are determined by the social order placed before the system of training specialists. It is the activity of the future specialist in performing professional assignments, what situations he focuses on in this process, which are monitored and evaluated by professors. At the same time, the professional and pedagogical activity of future teachers and educators in the period of practice is also assessed. In this case, in the process of developing children in future pedagogical educators, the skill of psychological and pedagogical analysis should be formed.

In order for future pedagogical educators to acquire modern knowledge, the effective use of advanced pedagogical and information technologies in the process of higher education is required. Only when future pedagogical educators are able to imagine the process of preschool education as a holistic phenomenon can they have sufficient professional training. Only when future pedagogical educators are able to deeply analyze each pedagogical situation, they acquire the skill of ensuring the effectiveness of the educational process carried out in a preschool educational institution.

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