

Problems of Forming Theoretical and Practical Foundations of Professional Training of Pedagogical Staff

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ABSTRACT

The article describes the main essence and distinctive features of the education reform. The process of development of pedagogical education has been studied. Particular attention is paid to the effectiveness of the introduction of modern technologies in the training process.

At present, education is considered as one of the spheres of public life, contributing to the socio-economic and socio-cultural development of the country.

The solution of the problem of forming the theoretical and practical foundations of the professional training of teachers in history for academic lyceums and professional colleges - potentially promising secondary specialized, professional educational institutions - becomes extremely relevant. The specificity of the sphere of education lies in the fact that, on the one hand, it is a product of the life of the state and society and largely reflects the level of their development, and on the other hand, it is one of the main factors in their development. In this regard, the socio-economic, political, cultural processes taking place in a single country and throughout the world cannot but affect the education system and educational policy of the country [1-3]. At the same time, how these processes will develop depends largely on how people who determine the vector of development of education are ready to respond to changes, anticipate their consequences, and evaluate the future, which is largely determined by their level of education. At present, the study of pedagogical experience and the experience of reforming the systems of teacher education in other countries is of particular importance. The study, analysis, comprehension of the experience of professional training of teachers in history abroad makes it possible to identify in it something useful that can contribute to the improvement of the Uzbek system of teacher education at the present stage, and helps to avoid mistakes and

shortcomings made by other countries.

An important factor and condition for the development of Uzbekistan in modern conditions is the formation of a perfect system of training based on the rich intellectual heritage of the people and human values, the achievements of modern culture, economics, science, technology and technology.

Paying close attention to the sphere of personnel training, carrying out constant care and support of the sphere of education, upbringing of the perfect generation, at each stage of the development of the state and society, the President of our country sets specific goals and objectives ahead of state structures and public organizations of the republic.

One of the main results of this activity was the establishment of a conviction in society: everything that is done in the country should “work” for the future - for the younger generation, for the formation of an independently thinking, highly educated and highly professional personality. The priorities of socio-economic development determined the choice by the individual of his educational, professional, and life path.

In the modern educational process, the formation of an understanding of freedom of choice, manifestation of responsibility, a vision of the variability of approaches in justifying a choice, the ability to predict its results and consequences, and readiness for self-control are fundamental in the modern educational process [4-6].

Rapid progressive social changes can be productive only if the education system can prepare for life an enterprising person who is able to implement these changes based on the choice of a competent decision, which is comprehended in everyday decision-making in the real conditions of education.

High-quality education and the acquisition of the necessary qualifications is possible only in the conditions of the full implementation of the individual's choice.

Analyzing the changes that the content component of the training of teachers in history in Uzbekistan undergoes, it should be noted that in the conditions of independence, traditional content components remain, including the study of two subjects of specialization, didactics, subjects of the psychological and pedagogical cycle and practice at school.

It is important to realize that the fundamental principles, targets of the state educational policy, its focus on the individual, on the upbringing of the perfect generation remain unchanged [7-9].

The state policy in the field of education is based on the following principles:

- humanistic, democratic nature of education and upbringing;
- continuity and succession of secondary specialized, professional, higher and postgraduate education;
- the secular nature of the education system;
- general accessibility of education within the limits of state educational standards;
- unity and differentiation of the approach to the choice of training programs;
- encouragement of giftedness and talent;
- combination of state and public administration in the system of higher education;
- integration of higher education, science and production.

The staffing of vocational colleges with teachers and masters of industrial training is largely carried out formally without taking into account their respective basic training, the availability of pedagogical and practical work experience.

As a result, in the system of secondary specialized, vocational education, the educational

process is not organized at the proper level, classes are conducted mainly by traditional school teaching methods. Modern progressive pedagogical and latest computer, information and communication technologies, including the Internet, are poorly introduced into the educational process. Due attention is not paid to the staffing of professional colleges with qualified specialists in teaching foreign languages.

It is necessary to further strengthen the leadership of professional colleges and academic lyceums by professionally trained specialists with sufficient experience in teaching [10-12].

In order to implement the priority areas of international cooperation, expand the exchange of scientific and pedagogical personnel and pedagogical experience, as part of the implementation of the goals and main tasks, the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan and the Center for Secondary Specialized and Vocational Education will:

- the practice of international cooperation of the universities of the republic with the leading universities of developed countries has been strengthened, electronic communication has been established with them via the Internet;

- the practice of involving the scientific and pedagogical potential of leading foreign countries in the process of training pedagogical and engineering personnel for academic lyceums and professional colleges has been expanded;

- foreign internships for heads of departments and teachers of higher and secondary special, professional educational institutions have been activated with the involvement of grants and soft loans from international financial institutions for these purposes [13].

The education system is a social institution for the transmission of the foundations of culture by previous generations to the next. In the course of the development of the education system, the transmission of general culture and the transmission of professional culture began to be singled out into special subsystems. Gradually, a system of general education institutions and a system of vocational education institutions took shape. With the development of the education system, a system of training teachers was formed, both for general education and for professional education.

The structure of the activity of a higher educational institution is aimed at a wide range of diverse goals: cultural, industrial, scientific, etc. Within the framework of this educational integrity, pedagogical education is also distinguished. Accordingly, the content of education is a broader phenomenon than the content of pedagogical education, since it includes absolutely all the factors of the educational process at the university. The terms "content of education", "content of pedagogical education", "content of teacher training", "content of pedagogical training", which have different semantic boundaries and semantic depth, are considered in this paper synonymously and structurally, with direct consideration of the influence of the described factors on each of the them at the mention of any term [14-15].

The following systems influence the formation of the content of education: social needs, culture, individual needs, science, technology, nature. The influence of the system of needs implies the optimal combination of public and private interests in order to make education personally meaningful. The system of scientific achievements also has a direct relationship with the content of training, according to statistics, the period of time between a new achievement and the beginning of its systematic study in educational practice is steadily decreasing. The significance of the system of individual needs in shaping the content of education involves taking into account the age capabilities of the student and, in addition, assumes the possibility of

university students choosing several subjects at will, depending on personal abilities, talents and interests. The factor of individual needs to the content of education is expressed, first of all, in the developed system of electives, which are introduced into the training courses of almost all faculties. Among the general principles for the formation of the content of education, special attention should be paid to humanism, scientific character, consistency, historicism, systematicity, connection with life, age-appropriateness, accessibility [16-17].

In modern Uzbek legislation, there are a number of requirements for the content of education. Based on the fact that the content of education is one of the factors of the economic and social progress of society, it should be focused on ensuring the self-determination of the individual, creating conditions for its self-realization, developing society, strengthening and improving the rule of law. In addition, the content of education is designed to provide an adequate world level of development of the general and professional culture of society, the formation of a student's picture of the world adequate to the modern level of knowledge and level of education, the integration of the individual into the national and world culture, the formation of a person and a citizen integrated into his contemporary society and aimed on the improvement of this society, the reproduction and development of the personnel potential of the society [18-19].

Modern pedagogical science has updated the content of education. In pedagogical practice, information technology still dominates. The modernization of education in the Republic of Uzbekistan is not aimed at changing the content of the subjects studied, but at changing approaches to teaching methods.

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