

Main Requirements for the Modern Model of Staff Training

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ABSTRACT

In the article analyzes the effectiveness of the introduction of modern technologies in the process of training teachers. The process of reforming higher education as a socio-pedagogical phenomenon has been studied. Perspective directions for the development of teacher education in the context of reforming higher education have been identified.

The content of education has several organically interconnected sources of its formation: science, production of material goods and culture; experience of public relations; spiritual values, the content of various forms of social consciousness. At the first stage, the content of education is completed taking into account specific historical requirements. With the development of production on a scientific basis, the complication of industrial relations, and the expansion of education coverage for the most diverse segments of the population, polytechnical knowledge began to be included in the content of education. In modern conditions of scientific and technological progress, one of the significant places in the content of education is given to computerization [1-4]. All layers of social experience - scientific, industrial, cultural, social science - in the content of the education of the first stages of education are formed into separate subjects, later turning more and more into generalized, synthetic and integrative, showing the interconnection of the elements of reality . The source of spiritual values and the influence of moral ideals on the content of education is expressed in the fact that recently, in connection with the public attention to spiritual and moral values, the strengthening of the role of religion, generalized humanitarian subjects have been introduced into the curricula of universities, concentrating the knowledge of various social Sciences.

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.

The content of any educational process is concentrated in academic subjects and implemented through curricula (a certificate of an educational institution that determines the duration of the academic year, the duration of quarters, vacations; a complete list of subjects, the distribution of subjects by year of study; the number of hours in each subject for the entire period of study and for each year, the number of hours per week for the subject being studied, the structure and duration of workshops, camps, etc.) [5-8].

The educational plan reflects the educational ideal and goals accepted by the society. It is developed taking into account the laws of the educational process, sanitary and hygienic requirements, and is also approved by the central body of education. On the basis of the curriculum, curricula are compiled in all subjects, containing goals, requirements, forms and methods of teaching; thematic content of educational material; estimated amount of time to study; a list of basic ideological issues; list of educational equipment and visual aids; recommended literature. The content of education is disclosed in detail in educational literature, educational video disks, video cassettes, computer training programs (see pril).

The content of education at all times has been and remains the subject of a sharp ideological struggle; by changing the components of the content of education, the ruling circles were able to extend their influence on the school, and through it on society.

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 [9-13].

The content of education should promote mutual understanding and cooperation between people, nations, regardless of racial, national, ethnic, religious and social affiliation, take into account the diversity of worldview approaches, promote the realization of the right of students to freely choose opinions and beliefs.

A significant role in the professional development of a teacher as a subject of his professional activity, capable of constant self-education and self-development, independent solution of professional problems, is played by independent work of students, which should take about half of the entire study time allotted for mastering the main educational program. Classroom work only lays the foundations for the formation of professional competence, the integral formation of which is possible only in the process of constant parallel work of the student on himself. Modern higher pedagogical education provides maximum opportunities for this, including additional educational services that make it possible to get any other specialty within the walls of the university simultaneously with the main pedagogical specialty on the basis of a unified general cultural and general professional training [14-15].

The period of study at a university is an important stage in professional advancement. At this time, the foundation is laid for a future career, acquaintance with a future profession, new contacts, gaining experience in real professional interaction.

The development of the main educational program is carried out in a pedagogical university by including students in various forms of educational activities. Half of the study time allotted by the program is classroom studies, which provide the basis for theoretical training and practical training of students. Theoretical training includes not only the development of theoretical knowledge in lectures and seminars, but also the research work of students. The core of professional training and the main condition for the formation of the professional and pedagogical competence of the future teacher is his inclusion in activities carried out through workshops of various content (socio-cultural, psychological-pedagogical, subject), as well as in direct practical pedagogical activity (summer practice in children's camps, schools and other educational institutions). Sometimes students underestimate the importance of lectures, believing that they will be able to independently get acquainted with the material presented by the lecturer. This is a big mistake. As a rule, it is the teacher who can effectively select the material, present it in a relevant context, explain the degree of novelty or archaism of what is presented in textbooks [16-18].

Recall that self-education can be of two types: systematic and situational (when knowledge and skills are acquired as the need for them arises). We will mainly talk about systematic self-education, since it is precisely this that allows us to more fully implement the chosen professional educational strategy.

Studying at a university for people who are going to engage in teaching activities provides completely unique opportunities. From the very first year, the student finds himself inside the pedagogical process, acting as both objects and subjects of pedagogical activity. That is, the learning process itself in this case is a moment of pedagogical practice, which makes it possible to analyze the course of the educational process not only from the point of view of an ordinary person, but also from a professional standpoint: not only to pass exams, but also learns to take them; not only listen to lectures, but also learn to read them; not only to communicate with classmates, but also to learn how to manage communication in a team. Students have every reason to analyze the pedagogical style, techniques and methods of teachers, learn from them how to effectively build interaction, develop reflective skills and replenish the arsenal of pedagogical techniques [19].

It is quite obvious that a competent specialist must have not only knowledge about the immediate subject of professional activity, but also a variety of skills necessary for its implementation. It's not bad, therefore, to learn some other useful skills in parallel with studying at a university, especially in the first year, when the load is not so great. For example, you can take a shorthand course (this will allow you to take notes in lectures and work in a library faster) or an Internet training course, or an image building course, learning a foreign language, etc.

The problem of oratory is relevant. It is no secret that many young teachers do not know how to speak figuratively, beautifully, expressively, and yet rhetorical skills are one of the most significant; a pronounced thought draws the attention of the audience to the lecturer. In senior courses, you can take personal growth trainings, trainings for the development of communication skills and self-confidence [20].

Thus, studying at a university provides not only the opportunity to improve professional competence, but also the skills of self-diagnosis and correction (professional and personal

qualities), orientation in the educational field and gaining connections (friendships and partnerships). But the success of professional development largely depends on the student himself: his orientation, creative activity, readiness for constant self-improvement and self-education, for continuous professional and personal growth.

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