



## A Pedagogical Task is the Formation of the Professional Outlook of Future Teachers

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**Abstract.** Changes in society, modern requirements for professional knowledge, personal qualities of specialists have created the need to update the content of education, innovative forms and methods of teaching in higher educational institutions of pedagogy, and to widely introduce modern information technologies into practice. In this article, the author analyzes ways to improve the professional outlook of pedagogues.

**Keywords:** Teacher, education, students, curriculum, professional training, professional adaptation, etc

One of the most important tasks of higher education institutions is the formation of professional training of future specialists. Vocational education is interpreted as a specific manifestation of a person's social competence based on the acquisition of necessary professional knowledge, skills and abilities. Vocational education does not happen by itself, but includes specific stages planned according to specific goals. The formation of professional training in a person is initially determined by the composition of professional views and concepts, then it is explained by the acquisition of knowledge, skills and abilities in a specialty, determination of professional qualities, and the level of professional adaptation. Professional adaptation is the level of professional competence in the conditions of objective and subjective education of the future specialist, assimilation of the requirements of future professional activity, adaptation to the activity process. On this basis, a number of measures are being implemented today to improve the material and technical support of pedagogical higher education institutions, to expand their educational and methodological capabilities. Based on the specific characteristics of the chosen specialty, the development of intelligence and logical thinking in students is the basis of this task, and professional training of students is provided. The main criteria of professional training are the level of acquisition of knowledge, skills and qualifications of the future specialist in the field of specialization, practical training to adapt to the requirements of professional activity.

In fact, professional training represents the level of knowledge, skills and abilities necessary for the further development of moral and professional qualities, formation of professional competence throughout the entire career of a specialist. The practical implementation of these tasks requires innovative approaches to the process of training future teachers, the most important issues facing higher educational institutions of pedagogy. For example:



- development of continuous professional education programs based on the requirements of the labor market and the latest achievements of science, technology, engineering and economy;
- establishment of strong integration between continuous education, science and production;
- providing educational institutions with modern material and technical base and educational and methodological materials;
- attracting highly qualified teachers, methodologists and engineer-teachers to the higher education system;
- development of knowledge activity, creative abilities of future teachers, as well as active decision-making in them;
- One of the necessary factors is the widespread introduction of innovative teaching technologies into the educational practice of higher education institutions.

These factors that determine the efficiency of the process create the need to conduct fundamental research on improving the content of vocational education, which ensures the implementation of social requirements for the training system of junior specialists within the framework of the National Personnel Training Program. It is known that the "Holy Qur'an" has been an important source in the formation of the spirituality of our people in Eastern pedagogy, which combines the issues of choosing a profession, orientation to a profession, and vocational education with the science of Sufism. , the great thinkers Muhammad Ismail al-Bukhari, Muhammad Isa al-Termini, Mahmud Qashqai, Abu Nasr Farabi, Yusuf Khos Hajib, Husayn Vaz Koshif, Amir Temur, Alisher Nawai, were reflected as rare ideas in the scientific heritage.

Evidence of this can be seen in Abu Rayhan Beruni's commentary on the doctrine. Beruni considered the first and most important task of parents to choose a teacher to teach young people. For this, a teacher should be polite, honest, well-versed in his subject and the rules of teaching, clean, exemplary in his behavior and behavior. If, says Beruniy, the pedagogue does not have an example, does not follow what he says, his demands and education will be ineffective. In the works of Mahmudhoja Behbudi, Abdulla Avloni, Abdurauf Fitrat, one of the founders of the new era pedagogy, the role and services of education and the teacher in this process are interpreted in a unique way based on the socio-political life of our people. time For example, Abdulla Avloni pays attention to the work of the teacher and entrusts the child's mental development to the school and teachers, not the family: Thinking makes a person dignified and energetic. This education needs the help of teachers, and the strength, beauty, and breadth of thought depends on the teacher's knowledge. Theoretical and organizational-methodological foundations of management and control of the quality of education in the system of secondary special vocational education, which is one of the important links of continuous education, U.I. Widely studied by Inoyatov. U.I. In his research, Inoyatov developed a model of educational quality control, forming an effective management structure of a vocational college.

Pedagogical scientist N.A. Muslumov's research based on the integration of pedagogical and technical knowledge deals with the problems of professional formation of teachers of vocational education working in the secondary special vocational education system, modeling of their professional and pedagogical activity, future profession, in particular, attention is paid to the practical foundations of problems such as the methodological bases of the standardization of the



teacher training process, the methodology of assessing the level of formation of future vocational education teachers, and the possibilities of pedagogical sciences in the professional formation of future vocational education. Pedagogical psychologist researchers M.I. Dyachenko and A.M. Stolyarenko describes the professional training of future teachers by their current level of adaptation:

- Initial potential preparation of a person for professional activity, that is, static components of the mental foundations of professional activity, knowledge, skills, abilities, necessary qualities and the level of necessary professional opportunities of a person.
- It is characterized by a person's readiness for direct and immediate professional activity, i.e. dexterity, flexibility, mental and physical condition of a specialist, his focus on solving specific problems in any situation and situation. The scientific work carried out shows that there are and still are different philosophical and methodological approaches to the definition of pedagogical concepts.

The terminological analysis shows that the concept of "pedagogical career orientation" mainly affects the professional formation of a person under the active influence of career choice motives. In the psychological literature, the concept of motive is interpreted as a motivating factor for activities related to the satisfaction of certain needs. Choosing a profession is a complex and stimulating process, and the right choice of a profession leads to a person's satisfaction with life and a clear determination of his social status.

The first condition in the organization of pedagogical activity, that is, a real pedagogical direction, acquires a positive character and helps to acquire an acmeological level in pedagogical activity. Only the first pedagogical training helps to achieve high results in the organization of pedagogical activity. The main motive of a real pedagogical orientation is interest in pedagogical activity. During our pedagogical observation and when we studied the main reasons why future teachers "choose the teaching profession", 33% of the student respondents chose the teaching profession by choice, 31.2% were interested in a certain subject and chose the teaching profession according to his own recommendation. Also, it was found that 35.4 percent chose this educational institution to continue their studies in higher educational institutions of pedagogy. However, the financial support of the teaching profession is high compared to other professions, and the stereotypes formed by parents do not go unnoticed by young people.

The initial potential preparation of future teachers for professional activity is the basis of their current practical training. Therefore, in the process of formation of professional training in educational institutions, it is necessary to form professional knowledge, skills and qualifications of students sufficient for the implementation of professional activities. Professional knowledge is the sum of theoretical knowledge and information necessary for the work performed in a specific work activity. An important criterion for determining the effectiveness of the professional adaptation process is determined based on the content of the qualification requirements for the personal quality of the professional knowledge that future teachers should acquire.

**In conclusion**, professional motivation is more expressed in career guidance, it should be noted that they cannot play a leading role in the formation of professional training. Because the existing physical, mental and spiritual capabilities of a person are proportional to the level of demand of the



chosen professional activity, it helps students to adapt to the professional environment and to form their thinking. Vocational opportunities - reflect the objective conditions of a certain activity related to the individual's will. It is usually recommended to approach future teachers based on their objective capabilities, to determine the capabilities of a person to the requirements of the chosen profession and activity. For example, when choosing a teaching profession, one takes into account not only the love for the profession, the desire to communicate with children, but also the fact that the physical, psychological and social requirements of the profession are within the scope of his professional knowledge acquisition. Therefore, in the professional adjustment of future teachers, special attention should be paid to the theoretical justification of these aspects of the issue and the development of the professional potential of future specialists.

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