

FORMATION OF PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR PROFESSIONAL-PEDAGOGICAL COMMUNICATION

Nishanov Mahmud Sobirovich

Associate Professor Of Namangan State University,
Candidate Of Pedagogical Sciences

Alimkulova Ranokhon Gulmirzayevna

Namangan State University, Master Of Theory And
Methods Of Education (Primary Education)

ANNOTATION

Today, the whole society is undergoing a complex process of reform, including modern higher education. This is reflected in the constant search for the most effective forms and methods of educational work that meet the growing demands of today, improving the content of education, optimizing organizational structures, training specialists in the field of education. Today, not only educators with a certain set of knowledge, skills and abilities, but also a rich inner potential with many features and qualities are required.

Keywords: educational content, skills, competencies, potential, integration, communication.

INTRODUCTION

The rapid development of modern science and the deepening of international scientific ties have significantly expanded the general information space. The authoritarian style of pedagogical communication is becoming a thing of the past. It will be replaced by cooperation, communication, co-creation, integration and personal interests.

An analysis of research on various aspects of pedagogical communication allows us to conclude that this problem is very relevant, and it is no coincidence that it has attracted the attention of researchers of different profiles (sociologists, psychologists, teachers, etc.) in different historical periods. This problem requires additional research, as each new stage of society's development requires a different understanding of it and modern approaches in solving it.

Other scholars also point to this fact. Thus, N. N. Bogomolova, V. A. Kan-Kalik, A. V. Kirichuk and others emphasize that the problem of pedagogical communication requires a modern solution, both theoretically and methodologically [1].

To date, there are a number of contradictions that need to be addressed consistently. There is a contradiction between them:

- sufficiently multifaceted theoretical development of the problem of professional-pedagogical communication and insufficient implementation of the results of this research in pedagogical practice;

- The need for a modern secondary school and the level of preparation for such activities is insufficient for personnel who are ready to solve the problems of professional and pedagogical communication.

The need to overcome the identified contradictions determines the urgency of the problem and allows us to formulate the topic of our research: "Shaping the readiness of future primary school teachers for professional-pedagogical communication."

The purpose of the study is to identify, theoretically justify and experimentally test a set of pedagogical conditions for the effective formation of the readiness of future primary school teachers for professional-pedagogical communication [2].

The object of research is the professional training of future teachers at the university.

It is a process of forming the readiness of future teachers for professional and pedagogical communication with young students.

In the study, we hypothesized that the process of forming the readiness of future primary school teachers for professional-pedagogical dialogue at the university is provided by the following set of pedagogical conditions:

- Development of self-awareness in future primary school teachers, based on the reflection as a necessary quality for the implementation of professional and pedagogical communication; use of socio-psychological training in the study of psychological and pedagogical block sciences as a dominant form of inclusion of future primary school teachers in professional-pedagogical dialogue [3];

-preparation of future primary school teachers for communication activities using Internet technologies.

To test this hypothesis and achieve the stated goal, we solved the following tasks:

1) to study and analyze the current state of the problem of forming the readiness of future primary school teachers for professional-pedagogical dialogue in pedagogical theory and practice, to determine its further research strategy;

2) historical and logical analysis of the problem of pedagogical communication and identification of stages of development [4];

3) Defining the concept of "readiness of future primary school teachers for professional and pedagogical communication";

4) theoretical development and testing of a set of pedagogical conditions for the effective formation of the readiness of future primary school teachers for professional and pedagogical communication;

5) development of a methodology for organizing socio-psychological training as a means of shaping the readiness of future primary school teachers for professional and pedagogical communication.

The transmission of spiritual, social and industrial experience to the next generations of people has been and remains one of the most important conditions for the existence and development of human society and one of its important functions. This makes it necessary to critically reconsider some of the ideas and problems of pedagogy as a science and educational discipline, to look for new ways to modernize school education and upbringing, and to improve existing methods.

The main task of Russian education policy is to maintain the basic nature of education and ensure the quality of modern education based on its compliance with the current and future needs of the individual, society and the state. The quality of modern education is determined not only by its content and the latest educational technologies, but also by the humane direction of the educational process, the qualifications of pedagogical staff.

Determining the quality of pedagogical and educational activities of the teacher implies the necessary conditions for the targeted education of the teacher. This corresponds to the personal life development of the individual, to the self-education and self-education of the content of the human educational process. stages of organized learning activities, periods, etc.

According to philosophers and scientists involved in scientific developments in environmental safety (V.P. Klychkov, M.N. Rosenko, Yu.A. Sandulov, etc.), the importance of professional ethics in the regulation of various types of labor activity is growing. The process of democratization of society is associated with the constant maintenance of professional standards in response to changing socio-economic relations [5].

The examination of pedagogical ethics, a large amount of theoretical and practical work that reveals the peculiarities of the process of teacher self-development, the intensive search for medical and didactic conditions for modern, contemporary, the organization of the educational

process, the transition from similar technologies to active teaching methods and tools has allowed us to look at the development of teacher professional ethics from a new perspective.

To date, there has been disagreement in the definition of this concept, considering the nature of pedagogical ethics in scientific work. In addition, despite the development of many aspects of the problem of teacher training, the issue of purposeful and continuous development of pedagogical ethics of teachers in the process of school education remains open.

The development of pedagogical ethics in parallel with the implementation of the professional activity of a teacher has a number of advantages over the development of pedagogical ethics in pedagogical college, university students or teacher training courses. Working in a school makes it necessary for a teacher to acquire knowledge and skills in the field of pedagogical ethics, which allows him to solve the difficulties that concern him. The ability to compare the efforts made with the results achieved in chronological proximity, the real demand for the acquired skills and abilities, helps to understand pedagogical ethics as an integral means of solving professional problems. Targeted development of pedagogical ethics promotes effective interaction of the teacher with students, parents, colleagues and other participants in the educational process.

The contradiction between the high importance of targeted development of pedagogical ethics of teachers to increase the effectiveness of the educational process in school and the insufficient theoretical and practical development of organizational and pedagogical bases for the development of pedagogical ethics of teachers. school education determined the choice of research topic.

The research problem is formulated as follows: to identify opportunities to increase the effectiveness of the educational process based on the development of pedagogical ethics of the teacher in the school education process.

In conclusion, the theoretical and experimental results are summarized and the main conclusions are drawn.

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1. The urgency of studying the problem of formation of socio-ethical competence in future primary school teachers Reforming the system of higher professional education, the requirements for the quality of professional education of future primary school teachers determined by the increase. increasing the requirements for the level of social and moral competence of primary school teachers, as well as the insufficient development of the problem in the theory and practice of pedagogy, those who are able to carry out peer-to-peer educational activities in a pedagogical manner.

2. The historiography of the problem includes three main stages of its formation, each of which is characterized by radical changes in the manifestation of scientific and pedagogical interest in the targeted formation of social and moral competence in future primary school teachers. emphasizes the need for targeted redirection. formation in the framework of professional training. In the first stage (from the early 1970s to the early 1990s), a competency-based approach to foreign education is formed, and the problem we are studying is not the subject of scientific research. , only preconditions are created for its understanding and formation. In the second stage (from the early 1990s to the early 21st century), the research problem has no independent status and only its individual issues are addressed. In the third stage (from the beginning of the 20th century to the present), the teaching staff understands the need for targeted primary school teachers to develop professional competencies in general, and social and moral competencies in particular.

3. If we do not set a specific goal to form socio-ethical competence among future primary school teachers and do not look for new ways to solve this problem, this problem is ineffectively addressed in the traditional system of higher pedagogical education.

4. Creating a system of formation of social and moral competence in future primary school teachers is the most effective on the basis of systematic, activity-based and competency-axiological approaches, their complementary complex development poses a research problem, ensures the adequacy of the review. identifies the essence of the phenomenon, provides the apparatus for creating a new authoring system with certain features, allows to describe specific procedures for the effective operation of the developed system, allows to present the internal features, structure and content of the system. the result of the learning process.

LIST OF USED LITERATURE

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