

## IMPROVING THE DEVELOPMENT OF PEDAGOGICAL SKILLS IN FUTURE TEACHERS BASED ON PERSONALIZED TEACHING TECHNOLOGIES AS A PROBLEM.

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**Annotation:** This article outlines the content of personalized teaching technologies, using it to describe the pedagogical frameworks for the development of a student's personality in a technology lesson. Personalized education focuses on such issues as the intellectual and emotional-motivational development of students, the formation of knowledge and professional skills, the promotion of attitudes toward the educational process as a value, the development of activity, self-awareness and independence.

**Keywords:** Individual-oriented education, creative and critical thinking, knowledge and professional skills, interactive learning, experience, effectiveness.

In modern times, all the possibilities of the educational process require the development, socialization and training of independent, critical, creative thinking abilities. Education, which demonstrates these opportunities, is called personalized education. The use of personalized teaching technologies in a technology fan works very effectively.

Therefore, in technology classes, personalized teaching technologies are aimed at developing a student's personality, characteristics, and abilities, taking into account his or her thinking and action strategies. This implies that the teaching environment is adapted to the student's abilities. According to him, the educational environment, pedagogical conditions, educational and educational process fully involves fulfilling the student's personal abilities, developing his or her abilities, ensuring that he or she reaches maturity as an individual, and enriching his or her thinking and worldview.

The unique aspect of personalized education is the recognition of the teacher and the creation of a convenient, necessary environment for his or her development in every way. In the educational process of technology, this type of education will serve to educate students about such qualities as independence, creativity, initiative, accountability, as well as their ability to think independently, creatively, and critically. In organizing this type of education, teachers are prohibited from approaching each student as individually as possible, respecting his or her personality, and expressing confidence in him. On the other hand, participants in the individual-oriented teaching process represent the need to create a convenient pedagogical environment for mutual knowledge and perfection as an individual in the form of a teacher, a group of students, a student, and a student community.

Student-oriented education involves organizing a pedagogical environment and an educational process that is tailored to the student's personal capabilities. Communication methods are widely used in this technology, and let's look at some of the main characteristics:

1. Treat each reader like a great person, respect him, understand him, accept him, trust him.
2. It is important to create such an environment of education where the reader feels like an individual and pays attention to it.

3. Do not harass a child or exaggerate his or her shortcomings; to identify the reasons for the lack of knowledge, to behave badly, and to eliminate them in a way that does not harm the child's personality;

4. Establishing a successful educational environment, helping a child succeed in reading, and gaining confidence in his or her strength and abilities.

Implying to the reader that each of those around him is the same, then developing a sense of community affiliation.

5. Gaining the reader's respect and trust, looking at himself from an individual's point of view. It is very important to ensure that the activities of conducting student-oriented education at a vocational college create conditions for the cognitive (mental), communicative (speech-communication), ijitmoi-emotional and physical development of children.

As a technology teacher uses individual-oriented types of education in teaching, he or she must strictly adhere to a number of conditions.

- to see each student as a separate, unique person;
- respect for the reader;
- awakening students a sense of respect for work;
- the ability to correctly evaluate the spirituality of the student;
- taking into account the student's desires and interests in working relationships;
- tolerant attitude towards each student;
- to make sure that the reader has the strength, opportunity and aspirations;
- to create a convenient educational environment so that technology can adequately master the basics;
- providing opportunities for students to work freely in practical workshops, independent or small groups;
- teach students how to independently monitor their activities, determine the effectiveness of their activities, analyze the factors of achievements and the consequences of mistakes made;
- harassment of any student in the educational process;
- not to exaggerate the shortcomings of a separate reader;
- to eliminate situations such as inability to absorb knowledge by the reader, to behave

immorally in the teaching process, then to overcome situations such as inability to master knowledge by him or her, without making a firm conclusion, without damaging the teacher's dignity and pride for determined reasons;

- to be able to create a "success environment" for each student in the educational process;
- to help each student succeed in learning;
- to cultivate a student's ability to learn craftsmanship, to help him develop as an individual;
- to evaluate the student's exact behavior, not his or her personality;
- as a teacher, it is necessary to be able to win the respect and trust of each student.

Educational activities based on interfaith teaching technologies are organized in the following forms:

- individual;
- pairing
- thunder;
- work with the team.

In most cases, in a technology fan, an individual approach to each student in extracurricular (group exercises) works effectively. In the process of using interactive training technologies, students will have the following opportunities: working in cooperation with a group or community, freely expressing their ideas among their peers, demonstrating their knowledge without any spiritual obstacles, taking an artistic approach to solving the problem, achieving spiritual intimacy with a group or teammate, fully demonstrating their innermability and abilities, integrating thoughts, ideas, and among them sorting, controlling and independently evaluating their activities, making sure of their capabilities and strength, moving in different situations and mastering skills to get out of complex situations. The main signs of interfaith education are polygamy, conversation (dialogue), thought-based activities, the creation (advancement) of ideas, the availability of choice, the formation of successful situations.

Developing theoretical, methodological and technological problems of developing the pedagogical skills of a future teacher in integration into the world secondary school is one of the most pressing tasks of universities' work.

Practice has shown that the activities of universities are still dominated by the traditional education system: lectures and seminars remain the main forms of organizing the academic and cognitive activities of prospective teachers. It is very important to carry out a constant connection between theory and practice to take into account the events of the pedagogical minds of the public in a timely manner, to clarify theoretical positions, and to directly respond to the objective needs of teachers.

The effectiveness of developing and conducting innovative lessons in terms of developing pedagogical skills in future teachers is one of the most important stages.

These classes will enable future teachers to develop the knowledge, skills and skills that will ensure personal qualities and pedagogical skills that are important for their future professional activities. Taking into account the circumstances outlined, we have developed classes specific to organize the learning process on some important topics of the "Pedagogics" course.

Pedagogical possibilities of activity and communication. The course is conducted as an educational tool in the form of pedagogical advertising of various types of activities, so creative groups of supporters of games, knowledge, labor, communication, and activities are formed in advance. Each group is given the following tasks: to prove that the selected type of activity has great pedagogical potential and is a universal means of education for different age groups; give examples of the original use of this tool in the experience of innovative teachers or specific teachers, show the diversity of its application forms; formation of conditions for the effectiveness of the use of activities in the educational process; Come with a bright form of providing material that interests prospective teachers and draws their attention to advertised teaching tools.

Despite the visible convenience of the recommended form of the seminar, serious philosophical, psychological, pedagogical literature on the problem of activity and communication, as well as the books of innovative teachers, should serve as the basis for preparation. Each of the teams summarizes the advantage and universality of the promoted form, while links to power (prominent scientists, innovative teachers, foreign experience, etc.) are possible. The task of the speakers is to show the audience part of the learning process, which takes place in the form announced.

For example, work is shown in shifts, this involves a task that takes no more than 3-5 minutes, or a mini-modular lecture is read, after which division into groups is performed for further work. It is also important that the principle of use of such a form is accurate. As should be the case in the ring, "opponents" ask hard questions find weak points in the proposed form. Well, if the sea of answers shows the actual results obtained in the study of this form in the study, the opinions of the children about its effectiveness will be heard. The feedback of each participant and "fan" on the possibility of using certain forms of work in their practice can be indicated by raising the color card (green-I am pleased to use it, red-I consider it ineffective for myself, yellow-I still can't), it gives a unique blitz of determining students' readiness to use the diversity of modern forms of education. There may be innovative types of lessons, search situation creation, discussions, business games, courses and abstracts - research levels, etc.

"Pedagogy" can more effectively solve the issue of developing pedagogical skills in continuous teaching of future teachers based on interactive forms and methods aimed at activating the knowledge activities of future teachers.

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