

MULTIPOLARITY OF TEACHER EDUCATION IN THE WORLD COMMUNITY

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ANNOTATION

This article deals with the multidimensional development of teacher education in the modern world. Emphasis is placed on the creation of a multipolar unified educational space.

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The multipolar world today requires from you and me, dear teachers, a more global approach to solving many problems that occur in the training of teaching staff. The creation in modern conditions of a global multipolar unified educational space is, first of all, associated with the socio-economic development of states, including the development of the education sector.

The UN Charter speaks of “the determination of peoples to save future generations from the scourge of war, to affirm faith in fundamental human rights, in the dignity and worth of the human person; creating conditions for justice and respect for the obligations of international law, promoting living conditions in greater freedom, exercising tolerance, joining forces to maintain international peace and security.”

The designated global task in the international document helps unite teachers to solve many problems in education. In the East, since ancient times, the role of his mentor was important for the formation and development of each personality. Such a system called “ustoz-shogird” was a priority and today remains important in all structures of the lifelong education system of Uzbekistan. Therefore, the relationship between teacher and student should be based on harmony, respect and cooperation. Zarathushtra was right when he proclaimed the idea of the basic duty of man, which boils down to the following triad: “a good thought - a good word - a good deed.” Naturally, such cooperation should be based on creative relationships. Young teachers should remember that both the student and the teacher himself must be formed in an atmosphere of constant creativity. This means that the mission of the teacher lies in the important role of the personal factor, the human component of the process of preparing such in-demand teaching staff for training and education [1], which in the context of globalization will be based on a new type of social relations, including a readiness for multilateral cooperation.

The main task in training teaching staff [2] should be focused on which generation will replace the current generation.

The events that have occurred in recent decades have allowed us to conclude that we must change the way we think and live, the nature of relationships between people. Based on this, the path chosen by Uzbekistan means that our country is able to integrate into the global pedagogical community and this has determined the strategic goal of education: the formation of an individual who can actively act in modern conditions.

Let's name some priority areas in the training of teaching staff in conditions of multidirectional training and education: the formation of communicative competence among students - as an important pedagogical task that has acquired theoretical and practical significance on a local and global scale ; development of students' civic personal position; development of interethnic

relations, consistent study of national traditions, customs and rituals, which will ensure a synthesis of cultures, since the common world civilization consists of the cultural traditions of different peoples; development of tolerance among students in its various aspects - interpersonal, social, ethical, ethnic, etc.; the interaction of modern pedagogical science and ethnopedagogy favors mutual development, since its main task is to understand the laws of such a complex social phenomenon as education, its essence and structure, various components, connections and relationships; multifaceted knowledge and skills, the wisdom of the people lay in the minds of students a respectful attitude towards each other, towards each individual, as they include humanistic moral and value ideas that contribute to the formation of important human qualities of the individual; intensive development and implementation of new and improved teaching technologies; informatization of education that meets long-term requirements focused on the priority of the student's personality; expanding the creation of joint educational and methodological literature; transformation of education, the main indicator of which is the positive behavior of students, aimed at the personality of others, at building friendly relationships with each other; solving a number of specific problems: instilling in students a sense of peacefulness, acceptance and understanding of other people, the ability to interact positively with them; showing respect for cultural traditions; constructive communication with people regardless of their worldview; condemnation of terrorism and extremism; encourage students to have a clear civic position, which will help young people find their place in society and ensure the progress of society.

After all, only a holistic perception of modern realities, a developed sense of involvement in the destinies of the country and the world, expands the boundaries of students' knowledge of modern problems and accelerates the process of socialization; any social problem can be solved only under the influence of the state's real interest in the education of the individual and his socialization in a multipolar world, namely, the globalization of professional activity, the creation of new types of socialization, national and ethnic divergence. Hence, the direct task of the teaching staff of universities, as a public institution where moral norms and spiritual culture are laid, is to develop in students a sense of responsibility, involvement in the destinies of their own and other peoples, to support students at all stages of their growing up and their introduction into the global educational space; the desire to achieve mutual understanding and coordination of motives, attitudes, orientations, using humanitarian opportunities: dialogue, clarification, cooperation. This will lead to changes from a projective-constructive attitude towards the external environment to such an attitude when everyone accepts the other as he is. The leading, system-forming quality of such a person should be his cultural worldview, including knowledge about his own culture and the diversity of cultures, knowledge of languages, and willingness to cooperate.

To form a teacher with global thinking, we are based on the following pedagogical principles: it is advisable to form in students a worldview and consciousness that all people are equal, regardless of differences in lifestyle, culture, religion, social origin and material well-being, which require the disclosure of the uniqueness and individuality of each student [3]; using the educational capabilities of the academic discipline "General Pedagogy", creating a favorable environment of interethnic understanding for interaction with society and the world.

This means that in the context of globalization it is necessary to move to a new type of social relations, when an individual must be able to find solutions, make them, and bear responsibility for their choices in dialogue with other people and society.

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