

METHODOLOGY FOR IMPROVING STUDENTS' PROFESSIONAL AND METHODOLOGICAL COMPETENCE IN TEACHING BASED ON INTERACTIVE TECHNOLOGIES

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ABSTRACT

This article talks about the features of professional training of students of pedagogical specialties. That a complex pedagogical system of professional training has such properties as: unity and interrelation of various structural elements, a single internal organization based on connections and dependencies between the components of the system, interaction with the environment. The article also highlighted three interrelated aspects in the professional training of the future teacher: personal, cognitive and praxiological, characterizing moral and psychological, theoretical and practical readiness.

KEYWORDS: Professional training of students, properties of professional training of students, aspects of professional readiness, forms of professional training, methods of professional training.

INTRODUCTION

The Higher School educational process carries out a task aimed at the formation of the personality of the future specialist with its content. And scientific approaches to the organization of educational processes interpret the content of education as a certain level of development of knowledge, skills and skills, views and beliefs, as well as cognitive theory and practical training. One of the pressing problems of the process of training bachelors in higher education areas is research work, for the organization and implementation of which, in addition to various audiences and audiences, traditional forms of activity have become popular.

Subjects in the educational plans of the areas of physical education and sports education in universities "sports activities (by types of activities)", "Physical Culture", "psychology (sports)" (compulsory: philosophy, history, psychology, pedagogy, foreign language, biochemistry and sports biochemistry, Information Technology, Sports Medicine, anatomy, physiology, etc.) ensure students to enter into theoretical methodological activities of scientific research activities.

The following scientists P. I. Pidkasisty, I. P. Podlasy, L. M. Mitina dealt with the issues of professional training of students. The idea of continuity, gradation, phasing of professional training of future teachers was considered by such researchers as: A. K. Markova, L. S. Podymova, V. P. Sergeeva etc.

In modern science, the concept of "professional training" is represented by the following definitions:

- a system of vocational training aimed at accelerated acquisition by students of the skills necessary to perform a certain job, a group of jobs.
- the process of acquiring knowledge, skills and abilities that allow you to perform work in a certain field of activity. It aims to accelerate the acquisition by students of the skills necessary to perform a certain job or group of jobs, and does not imply an increase in the educational level of the student.

It is more reasonable to understand vocational training as "a system of organizational and pedagogical measures that ensures the formation of a personality - professional orientation, knowledge, skills, abilities and professional readiness".

Based on this point of view, we consider the professional training of pedagogical college students as an integral pedagogical system, the functioning of which involves the creation of conditions for the development of the personality of the future teacher on the basis of mastering the knowledge, skills and abilities necessary for pedagogical activity, the development of professionally and personally significant qualities that ensure the effectiveness of pedagogical activity.

When defining this concept, we proceeded from the understanding of the system as internally organized on the basis of one or another principle of integrity, in which all elements are so closely related to each other that they act in relation to the surrounding conditions and other systems as something unified, and the pedagogical system as a set of interrelated structural components, united a single educational goal of personal development and functioning in a holistic pedagogical process

Theoretical knowledge about the goals and objectives of the holistic pedagogical process, about the essence, content, principles, forms and methods of the educational process at school, integrated in pedagogy, form the basis of a teacher's professional activity. This determines the importance of theoretical training of students in the system of pedagogical training.

When describing the methodological aspect of preparing students for pedagogical activity, the following should be noted. If we consider the methodology as a methodology aimed at the formation of activity programs, then methodological activity is an activity within the framework of special methodological disciplines and is carried out as a special scientific activity, subject to the standards of this science, aimed not at changing them, but at obtaining new products - new methods and means of scientific research in ways paradigmatic for this methodological discipline. Professional training of students of the pedagogical college involves arming future teachers not only with theory, but also with the methodology of the educational process. However, if mastering the methodology of the educational process is organically part of pedagogical training, preparation for the implementation of the educational process is associated with the development of teaching methods of a specific scientific discipline in the chosen specialty. In this case, it would be wrong to consider private methods as purely practical disciplines that only translate theoretical provisions from other sciences to the level of their practical application, or as disciplines that generalize special scientific and psychological-pedagogical knowledge.

According to various researchers, the methodological training of future teachers is determined by the totality of knowledge about the forms of organization, methods and techniques of teaching and upbringing. Taking into account the structure of the pedagogical process, as well as philosophical provisions on the levels of methodology, it seems to us expedient to include in this type of training knowledge about the means, forms, methods of implementing an integral pedagogical process.

Another structural element of the system of professional training of students of the pedagogical college is practical training. The assimilation of knowledge is inextricably linked with their application in practice, the formation of skills and abilities to carry out pedagogical activities, which forms the basis for the practical training of future teachers.

So, the structure of the system of professional training of pedagogical college students includes the following components: moral and psychological, methodological, theoretical, methodological and practical training.

These components reflect the holistic nature of the phenomenon of readiness for pedagogical activity and the dialectical interrelation of its components, which gives reason to consider them as necessary and sufficient for the preservation and development of the system of professional training of pedagogical college students.

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