



 Research Article

APPROACHES TO PREPARING FUTURE TEACHERS FOR EDUCATIONAL ACTIVITY

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ABSTRACT

This article describes the preparation of students of higher educational institutions for educational activities: systemic, activity-oriented, synergistic, hermeneutic and psychotherapeutic approaches.

KEYWORDS

Spiritual and educational work, educational activities of students, spiritual and moral principles, systematic approach, activity-oriented approach, synergistic approach, hermeneutic approach, psychotherapeutic approach.

INTRODUCTION

Many spiritual and educational activities and events are held in higher educational institutions. Nevertheless, unethical behavior occurs among students, that is, it cannot be said that the educational activities carried out in higher

educational institutions are not everywhere as expected. In some higher educational institutions, educational activities are carried out at the university, institute level, as well as in faculties and groups, which are not connected to each

other. As a rule, more active students often participate in such educational activities. Some students who need to be educated and need to be educated are left out of this work. Another reason why educational work is sometimes less effective is the one-sidedness of the methods of moral influence on young people.[4]

Preparation for educational activities means creating the necessary conditions for realizing the subjective position of students, actively involving them in the educational and public activities of the educational institution; stimulating and supporting independent activities related to practical assimilation of professional secrets, assessment of one's capabilities and abilities; ensuring the participation of the student community in the development of socially significant innovative educational projects, programs, educational technologies; in the educational environment, mutual cooperation relations, expansion of partnership is understood. The educational process creates a new active subject in the form of students.

To further improve the field of pedagogical education in our republic, to provide professional pedagogic personnel, advanced education in the field, to train highly qualified specialists who have

the skills to apply modern knowledge and pedagogical technologies, and make a worthy contribution to the socio-economic development of our country. great importance is attached to the introduction of technologies.

In the action strategy for the further development of the Republic of Uzbekistan, "Increasing the quality and efficiency of the activities of higher education institutions based on the introduction of international standards for assessing the quality of education and training"[1], as well as pedagogical education In the measures for further improvement of the field of education, important tasks such as "Formation of modern pedagogic personnel with high culture, practical professional skills, who thoroughly mastered education, teaching methods and evaluation criteria" [2] were defined. This requires clarifying the pedagogical-psychological features of preparing students for educational activities, improving organizational-pedagogical conditions, information-methodical support.

Formation of spiritual and moral qualities in students of a higher educational institution is a multifaceted and complex process. The spiritual and moral formation of students is inextricably linked and requires regular and consistent

implementation of integrated educational activities. Only a clear and perfect system of educational influence, a holistic systematic approach ensures the effectiveness of education.[4]

The existence of a perfect system in educational work allows not to repeat the same work too much, to prevent conflicting effects on the student, to impose the same requirements on students and to have a unanimous influence.

In the "Concept of Continuous Spiritual Education", the following aspects that should be taken into account when educating students on the basis of spiritual and moral principles in higher education institutions are highlighted:

- through socio-humanities, spiritual-educational events, the knowledge, skills and skills that serve to form the indicators and competencies of spiritual education in the students and to apply them in practice Enrichment with practical exercises, tasks and pedagogical situations that allow to get;
- acquisition of modern knowledge among students, development of media culture, introduction of advanced pedagogical

technologies into practice, stimulation of learning of advanced experiences in foreign countries;

- strengthening professional and spiritual skills, teaching self-education;
- strengthening the position of an active citizen;
- formation of scientific, spiritual-ethical, political outlook and healthy religious belief;
- formation of knowledge, skills and abilities necessary for a happy family life, raising children;
- to strengthen the confidence in the future and the sense of belonging to the reforms implemented in the country [3].

The time itself requires students to work in innovative, adaptive conditions, to be resilient to rapidly changing conditions. Therefore, it is one of the important conditions to develop the ability of students of higher education institutions to meet the requirements of the times, to fundamentally reform education, and to raise this system to a new level of quality.

Today, effective preparation of students for this type of activity, based on modern approaches to

the organization of the educational process, is of particular importance. Among such modern approaches, systematic, activity-oriented, synergetic, hermeneutic and psychotherapeutic approaches are especially important.

To reveal the integrity of the educational process as a whole system and the mechanisms that ensure it; to identify different types of complex relations and to bring them to a unified theoretical view; also realizes the vision of a hierarchical system of interconnected models of a complex object, which allows defining the properties of the object's integrity, its structure and dynamics. Therefore, it follows from the systematic approach that the uniqueness of a complex object (educational system) does not negate the individual characteristics of its components, on the contrary, it creates connections between specific components and relationships. The educational process as a whole system includes social orders, goals, methodological approaches, law, legality, principles, content of education, forms, methods and means of organizing educational activities, mutual cooperation of educators, students, social institutions, diagnosis, prevention, correction, etc. requires interrelatedness and unity.

The essence of the activity-oriented approach is the behaviorist orientation, viewing education as a social pedagogical influence that affects the behavior of a person; each pedagogical effect creates a certain response in the student, which is manifested in his words, behavior or actions. Characteristics - the existence of an ideal and training program, the clear organization of the training system, the importance of order and debate.

The importance of the activity-oriented approach is that it includes an educational ideal, an educational program, a clearly functioning educational system, order, discipline, and elimination of "childish arbitrariness." In the modern sense, this approach is considered as an understanding of the personal meaning of moral and humanitarian values, assimilation at the motivational, volitional and emotional level. The linear principle of understanding the educational process is characteristic for the activity-oriented approach: each pedagogical effect implies a certain response (words, behavior, deed) of the student.

The synergistic approach to education is based on the theory of self-organization of complex systems. Synergetics emerged as a science that

studies metasystems consisting of a large number of parts, components and internal systems that interact with each other in a complex way.

In the world community, the phenomena resulting from prefigurative culture: the uncertainty of the future (even the near future), the instability of the present, and the informational chaos are becoming more and more understood. In these conditions, education cannot be subject to goal-oriented management, because education itself is an area of uncertainty. The complexity of diagnosing education and measuring its results is not a coincidence: they always lag behind the actual situation of education and are uncertain. It is not easy to determine which motivational and value systems of a person are changing under the influence of a pedagogue in the process of education, what are the results of the student's spiritual search, "overcoming" himself, and acquisition of life experience.

The synergetic approach requires the pedagogue to understand the process of education as non-linear, to recognize the openness of educational systems, and coincidences (fluctuations) that create significance. A unique feature of the synergetic approach to education is that there

are several ways to change a person, recognition of opportunities and jumps are associated with sharp, unstable educational situations.

A synergistic approach to education explains the phenomenal nature of the "explosion effect." If the educational interaction is far from the point of bifurcation (network, "choice"), then there will be purely external, quantitative changes in the behavior and activities of the students. Even a short-term, momentary pedagogical interaction close to the point of bifurcation can dramatically change the value-motivational sphere of the student's personality, therefore, education should create an opportunity for him to choose actions and actions.

From the point of view of hermeneutics, education is the psychological experiences of the subject, which are manifested as experiences, referring to his "life world". This phenomenon, that is, a psychic experience, can be mastered only in reflection. In other words, a person can perceive the state of others only on the basis of what he has experienced and understood. This applies equally to the naturalist and the nurturer. Therefore, the child's experiences are the main subject of the educator's activity.

Hermeneutic educational practice is organized as a work based on children's experiences, their memories, dreams, and fantasies.

Children's poems, examples of independent creativity: songs, essays, autobiographical notes, diaries, letters are important tools of the educational process. These products of children's verbal creativity should be accepted by the educator: they should not be analyzed and evaluated, but should be accepted and recognized as the personal value of a growing person. Hermeneutic acceptance of the child cannot be realized without the educator's reflection on his personal childhood experiences, his childhood experiences, and "living" his childhood memories. Such a pedagogue does not control or force the child, but cooperates with him like a big friend.

Education in the spirit of hermeneutics should teach the child to understand the people around him and himself. The order of understanding in hermeneutics is as follows: it is necessary to be able to understand the meaning of any manifestations of human culture. That is why it is extremely important to refer to examples of literature, music, visual arts in the process of education.

In hermeneutic practice, special importance is attached to the "hermeneutic circle". This is a paradox that shows a special cyclic movement in the process of understanding from the past to the present, from the whole to the parts and vice versa. It is known that any event, vital evidence, word often acquires one or another meaning depending on the previous or subsequent reality. For supporters of the hermeneutic approach, the child's past life, experiences, and their relationship with the present are always important. The specific behavior of the child can be understood only when understanding his personality, and the personality cannot be understood without understanding the socio-cultural conditions of the time. But understanding the times can only be achieved by understanding the experiences and actions of the modern child.

In hermeneutics, the main vector of "educational understanding" is focused on the ability of the student to understand the meaning of life. Any experience of a child preserves his "spiritual truths" - his attitude to the values of life. An educator working in the position of hermeneutic approach recognizes the unique life values of children of any age. It does not make them "adapt" to some high ideal. The very nature of childhood

life enriches every moment of it with fulfilling values, therefore education cannot have an objective, common goal for everyone. The goal of education appears through the phenomenon of the educator's understanding of the manifestation of the individuality of a specific person.

CONCLUSION

In conclusion, it should be said that the following aspects of the introduction of the competence approach in the preparation of students for educational activities in the higher education system can be distinguished: the uniqueness of professional education; abandoning stereotypes in the theory and practice of education; Systematically create diverse objects and subjects of education in social activities of higher education, in addition to educational and auditorium; combining traditional forms of education and innovative design technologies; maximum use of media tools and technologies; developing a set of performance indicators (competencies) and applying them to the practical activities of each learner.

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