

TUTOR'S SUPPORT OF FUTURE TEACHERS

Pirniyazova Natalya Vasilievna *, Bekimbetova Aynagul Amangeldievna **, Khojaniyazova Inkar Jumanazarovna **

Karakalpak State University *, Nukus State Pedagogical Institute **

ABSTRACT

The article is devoted to the highly actual for the reality problem, connected with the construction of theoretical and methodological space of study of the student youth in modern native sociology.

Keywords: Youth, student youth, sociology of youth, theory of public reproduction, risicological concept, society.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years, educational values among citizens of the Republic of Uzbekistan have significantly transformed. The interest of young people in learning and continuing education has significantly increased, which is closely related to the socio-economic and socio-political processes taking place in the country. In these conditions, the educational infrastructure cannot remain the same. In our republic, the issue of training teachers in accordance with international requirements on the basis of advanced pedagogical technologies is of particular relevance. In conditions of modernization of education, giving priority to the principle of “from theory to practice” requires future teachers to master the skill of creative activity. The Strategy for the Further Development of the Republic of Uzbekistan defines such important tasks as “further improving the system of lifelong education, increasing the possibilities of high-quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market” [1: 70].

The need for constant self-education and self-development becomes an integral quality of a modern teacher, capable of quick reorientation, independent creative activity, owning the ability to work with participants in the educational process of any socio-psychological status.

Among the groups of professional competencies that are formed in the process of teaching future teachers at a pedagogical university, many researchers distinguish reflective competency, understanding it as a group of skills to evaluate the results of their activities, to conduct self-analysis of educational and methodical and professional actions, as well as the ability to personal and professional self-development. Among the main labor activities carried out by a teacher in accordance with a professional standard, the following are listed, including:

- participation in the development and implementation of the educational organization development program;
- a systematic analysis of the effectiveness of training sessions and training approaches;
- development and implementation of programs of academic disciplines within the framework of the main educational program.

The high-quality implementation of the listed professional actions, as well as the high level of formation of the reflective competence of the future teacher, are impossible without the

presence of the simplest skills and motives for self-education and self-development, acquired by a person in a comprehensive school.

It is no coincidence that we consider the self-education of students as one of the conditions for the formation of professional competence of a future teacher. The teacher A. Ya. Eisenberg interprets the concept of self-education as “purposeful, free and independent cognitive activity, guided by the personality itself and aimed at satisfying human aspirations, interests, needs in different fields of knowledge, cognition of the world, and finding the meaning of one’s own life” [Eisenberg, 1986, from. 149]. As the main characteristics of self-education A. Ya. Aisenberg singles out a free circle of problems, independent work with a source of information, a moving body of knowledge, limited by the degree of saturation of interest in a chosen subject.

The self-regulating nature of self-education is manifested in the fact that the management of the activity is carried out by the subject himself, that is, the person who carries out self-educational activity in relation to himself acts simultaneously as an object and subject of control (organizes and analyzes his own actions). A theoretical analysis of the problem allowed us to define the self-education of the future teacher as self-regulating cognitive activity, focused on the formation of professional competence and personal development.

The basis of a person’s practical readiness for self-education is a set of cognitive, intellectual, organizational skills, the ability to select, acquire, evaluate and correctly use information (which determines the general ability to self-education). Having defined this, we move on to the practical development of self-education skills among students.

Students indicate a number of reasons, mainly of an objective nature, that impede self-education and self-development, among which there is a lack of time, workload on homework in all disciplines, authoritarianism of some teachers, etc. At the same time almost no one associates the nature of difficulties with internal causes: lack of proper motivation, lack of skills self-educational activities: almost half of the students (45.31%) the level of formation of self-education skills is low, while only their high level is a condition for the success of self-educational activities. On the basis of the obtained data, experimental work was built on the formation of students' self-educational activity skills at all stages of mastering professional competence in the process of personality-oriented education at the university.

Work on teaching them the ability to work with special, scientific and methodological literature (finding the right information; taking notes, highlighting the main thoughts; associating this material with the already known; organize reading in tables, graphs, charts) was organized with students of 1-2 courses; the ability to plan educational activities (to see the prospect of their educational activities; to draw up a plan of educational work for the near future and to clearly follow it; to analyze what has not been completed and why; to correct the plan).

Work on mastering the skills of self-educational activity in the preparation of presentations and reports was organized with 3-4 year students (emphasizing the essence of the issue under consideration; compiling data from several sources; formulating abstracts and bringing arguments to them; formulating conclusions); when writing essays, articles (orientation in the flow of information; finding the necessary literature; formulation of theses; curtailment of information; creation of evidence base; logical conclusions). The selected skills are part of professional skills, as well as the skills and abilities of research activities - indicators of the formation of professional competence. In addition, these skills contribute to the adoption and justification by students of their activities (motivation), its analysis and planning (reflection),

that is, the formation of their personal functions. As an example, let us dwell in more detail on the organization of self-educational activities of students of the pedagogical faculty of NGPI im. Aginhiyaz in the process of mathematical preparation and in the study of special courses "Using a modular-rating system for teaching mathematics in the formation of subject competence of a future elementary school teacher" (1 year), "Formation of professional competence in a personality-oriented education" (3 year). The essence of the process of self-education of students at this stage was as follows. Each student carried out the development of their own educational plan for the subject. Such an approach realized the idea of creating professional competence by constructing students' prospects for advancement to a higher level of mastering professional knowledge and skills under the guidance of university teachers. In order for students of 1-2 courses to freely navigate in the necessary material and find the necessary information, at the introductory lecture on mathematics they were offered a list of educational literature and didactic materials on the subject, the structure of the main textbooks, the name of the topics and the logic of their construction were analyzed. The next step was to teach students how to outline the necessary mathematical material. To do this, in practice, they were offered as a warm-up to isolate the main idea from the paragraph that was read in the textbook (at first, the theoretical material already familiar from the lecture was taken), that is, from several sentences to make one, but so that the meaning of this paragraph was conveyed. Then, options for such a proposal were listened to, the most successful one was selected, and student errors were analyzed. Each time, such tasks became more complicated: the volume of the paragraph increased; the number of paragraphs increased. Thus, students of 1-2 courses by the end of the school year mastered the skills: to find the necessary information; outline, highlighting the main thoughts; associate this material with the already known; to systematize what is read in tables, graphs, diagrams; see the prospect of their educational activities; draw up a study plan for the near future and clearly follow it; analyze what has not been completed and why; adjust the plan.

With 3-4 year students, work was carried out to master the skills of self-educational activity in the preparation of presentations and reports. In the framework of practical classes in mathematics and the special course "Forming Professional Competence in a Person-Oriented Education", they were offered various tasks that contribute to the formation of the ability to highlight the essence of the issue in question: to compose a phrase from keywords and complement it to a coherent sentence (for example, from such words: skills, formation, verbal account); highlight the keywords in the phrase and explain the meaning of each individually and in the phrase (for example, in the phrase "the logical structure of the mathematical sentence"); make up the title of the topic of a practical lesson on the methodology of teaching mathematics from keywords (for example, from words: primary school student, learning, subtraction, addition, simple tasks).

Observations showed that students of 3-4 courses by the end of the school year mastered the skills of self-educational activity, contributing to the development of professional competence. Comparing the initial and final results of the experiment, we note that the percentage of students with a high level of formation of self-education skills increased by 8.6%; having an average level of 12.5%; having a low level - decreased by 21.09%. The formation of self-educational skills among students has led to greater independence in the implementation of essays, term papers and individual projects.

Thus, the obvious need for the formation of self-education skills among students throughout the entire process of forming the professional competence of a future teacher at a university.

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