

**PEDAGOGICAL PROBLEMS OF DEVELOPING PERSONAL QUALITIES
SIMILAR TO PROFESSIONAL ACTIVITY IN STUDENTS**

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Abstract

In this article, the formation of true humanitarianism in students, basic knowledge about the nature of people, the ability to evaluate their positions in relation to life, social environment and existence, based on the knowledge, observations, experience and conclusions acquired outside the institutions of science, interdisciplinary and higher education. was discussed.

Keywords: pedagogical culture, scientific and innovative thinking, axiological attitude, value system, motives of activity, axiological criterion, humanization of education, professional competence.

Introduction

One of the priority directions of the implementation of the Concept, defined in the Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 "On approval of the concept of continuous spiritual education and measures for its implementation", is the education of children of the population. to increase their knowledge and pedagogical culture, to regularly acquaint citizens with effective pedagogical technologies, methods and forms of implementation that have been tested in the world experience of continuous spiritual education. The goal of the concept is to gradually form age-appropriate social skills and qualities necessary for an independent and happy life in the young generation. The task of developing scientifically based indicators for evaluating spiritual and moral education was set. It is envisaged to increase the role of parents, educators, teachers and the community in the implementation of continuous spiritual education, which starts from the period of pregnancy and continues until the age of 30.

Social pedagogical practice is a component of the future teacher's professional activity. The content, forms and methods of social pedagogical practice are embedded in the content of socio-humanitarian and professional sciences taught in higher education institutions. Intellectual culture of students is developed through social and humanitarian sciences and scientific and innovative thinking about society is formed. According to the state educational standards of higher educational institutions, the practical goal of teaching social and humanitarian sciences is to teach students to apply the knowledge they have acquired in practice, that is, to ensure the development of competencies in students.

Preparation for social pedagogical practice cannot be carried out depending on one subject or a set of subjects. Based on the definition given to the social pedagogical practice, the multifaceted nature



of the activity imposes a number of requirements on the content of the activity. The first of these requirements is the personal qualities of the future teacher. The development of personal qualities similar to professional activity in students is a process that begins from the first days of pedagogical education. Students first study the requirements of the state and society for future teachers through specialized subjects . The profession of pedagogy imposes such demands and tasks on future teachers that they should first of all be reflected in the attitude towards the student, who is the object of activity and is considered the highest value. For this purpose, students are formed on the basis of knowledge, observations, experiences and conclusions acquired outside the institution of science, interdisciplinary and higher education, gaining experience at the level of being able to evaluate their positions in relation to life, social environment and existence. Regardless of personality, origin, race, religion, affiliation of the teacher, it is considered as a social requirement that the teacher should provide education and training based on the state educational standards, and respect the personality of the student as the future of humanity.

Social pedagogical practice education the fact that it is a process aimed at forming the personality of the recipient , literally requires the future teacher to have positive professional and moral qualities. Such qualities include: sincerity and disinterestedness, tolerance, nobility and kindness, forgiveness, honesty and purity, justice and honesty, sympathy and benevolence, thoughtfulness, patience, modesty, humility, kindness, dedication, compassion, kindness, kindness, loyalty, loyalty, responsibility, etc. There is a spiritual and social connection between the teacher and the student from the pedagogical and psychological point of view, and the students consider them to be one of the closest people. The student sees the teacher as his ideal, "role model". A teacher can have a positive effect on students as a real object of education only when he has professional, personal, human and moral qualities. One of the professional and ethical qualities of a teacher is to be demanding and fair. A teacher must first of all be demanding of himself. The future teacher should have complete, scientifically based knowledge about the social life of society, spiritual and educational life. Including fiction, visual arts, theater, film, television, music, architecture, sports, etc. Social pedagogical practice affects the structure, appearance and planning of the future stages of the life of growing young people , helps to define life strategies, "to understand and organize their life". This requires responsibility from the future teacher. Also, if it is considered that perfect human qualities are formed in students as a result of social pedagogical practice, the effectiveness of the future teacher's activity depends on the manners of behavior in the pedagogical process, the moral-spiritual state and mood of the participants of the pedagogical process. Etiquette is a social phenomenon by its nature and essence. Social norms are manifested in the manners of behavior in the pedagogical process. Pedagogical etiquette is based on moral, universal and national moral values accepted in society. Social relations regulate and manage the behavior of participants in the pedagogical process.

It is known that one of the important tasks of each higher education institution is to ensure positive adaptation of first-year students to the new system of education, new social relations, and successful acquisition of student status. ¹A person is an active object and subject of the educational process, and his activity in the process of professional adaptation of future teachers is determined by his

¹Ishmuhamedov R., Abdukadirov A., Pardaev A. In education innovative technologies (education institutions pedagogues-teachers for practical recommendations). - T.: Talent fund , 2008. – P. 16-18.



orientation. ²Pedagogical observation and research results show that in the educational process of higher educational institutions, the integration structure between students' acquisition of professional knowledge, formation of professional-pedagogical abilities, skills, qualifications and their preparation for social-pedagogical practice has not been sufficiently resolved.

Full orientation of future teachers' professional knowledge, skills and qualifications, professional (spiritual, personal and physical) opportunities and professional qualities to the effectiveness of their activities is considered one of the necessary conditions of professional adjustment. In this process, the individuality of the person is studied as one of the important criteria.

Educational methods in preparing students for social pedagogical practice perform two main functions: on the one hand, they act as a means of conveying educational content, and on the other hand, they have a recommendatory function for independent use of some elements of educational methods in preparing them for social pedagogical practice. Within the framework of the research, the content and essence of the social pedagogical practice, the modified educational methods serving to increase the efficiency of its educational significance were selected and " Pedagogy and " Psychology " field of study " Social was used in the teaching of pedagogy . The subject is considered a general professional subject and is taught in the 5th semester .

Preparing students for social pedagogical practice, knowing the problems of their field, being able to search for problems, and knowing how to solve problems are the abilities that describe their professional competence. In the future, there is an increasing demand for specialists who can understand the essence of social pedagogical practice, analyze its scientific, social, political aspects, and find solutions to problems, who carry out their activities " far-sightedly " .

A student's knowledge of the problem of social pedagogic activity, the reasons for its origin , the ability to correctly analyze the existing consequences and the way to solve it are the basis of successful activity. From this point of view , we believe that the methods of solving problems related to activity within the framework of research work serve to ensure pedagogical efficiency .

, creative thinking is very important , through which it is possible to see the reality and problems happening in society , mobilize the knowledge necessary to determine the ways and methods of solving the problem, special observations and experiments , born reflects the expression of thoughts. Social pedagogical practice can be conditionally divided into **general** and **individual** methods of activity.

One of the main goals of social pedagogical practice is to have a pedagogical-psychological impact on a person, that is, to inculcate ideas, national and universal values, to call for action, activity and cooperation, to change their views. Pedagogical - psychological influence is influencing people's thoughts, feelings and behavior using various means. Based on this, in the preparation of students for social pedagogical practice, it is necessary to teach them the main tools of pedagogical and psychological influence in theoretical and practical terms.

This is it of influence main three tool of the following consists of :

1. Verbal influence display - words and speech through displayed effect is the main one tool the word will be Speech mutual treatment process are words from the total is made . Students monologic and dialogic speech practice , word from wealth using , impressive words find , to individuals effect

² Egamberdieva NM and the authors team High spiritual person of formation education technology . - T.: "Science and technology " publishing house , 2012. - P. 201-202.



to do technique to know must will be

2. Rarelinguistic effect show - to a person effect in doing speech annoying , his effect strength increasing or attenuating factors set is considered Students Become a teacher to the activity in preparation speech tall or at a low volume expression , sounds , pauses , articulation , stuttering , coughing , language with done to be increased actions paint practical in training participation reach demand will be done .

3. Non-verbal effect show - no speech effect reach is two and from him more than of interlocutors to each other relatively held places , facial expressions , pantomimes , situations , views , mutual each other perception to reach , external image and his signals cover takes

Social pedagogical practice from the teacher self constant activation, " life during reading " principle compliance to do requirement is enough Your activity again one to himself characteristic , school to his students ready social experience the result not but how social experiences with development for environment by creating to give requirement is enough High education in institutions this aspects account get present period importance increased is a growing issue . International pedagogical in studies such activity is called a facilitator . Such in the environment teacher the student what good to see , why What is the interest ? with s sure mark get i demand will be done . In general , pedagogical in the activity , including social pedagogical in practice teacher manager , education receivers to be seen as subordinates wrong the imagination also met stands

Educational and normative documents analysis and observations that's it shows that the state and society requirements educational and normative in the documents own expression found a future teacher social pedagogical to practice preparation enable gives However this educational and normative documents based on organize done study process research object point of view in terms of development , President Decrees , Ministers Court belongs to decree and in their decisions education to the system placed assignments performance in providing scientific studies , foreign experiences learning and application reach , available study process critical analysis to do necessity cause releases

It is necessary to consider future teachers as a socio-demographic group, taking into account their age characteristics (between 16-30 years old) in the development of axiological attitude to social pedagogical practice. This group carries out special activities related to its own psychological and physical characteristics, social mechanism, penetration into life, on the other hand, subculture is characterized by work differentiation processes related to social stratification of society. Their minds have the ability to receive and reflect a large amount of different information, and due to these processes, critical thinking is formed in them, they strive to independently evaluate various actions and processes, justify their personal points of view, and come to different decisions.

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