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Pedagogical Factors of Preparing Future Teachers for the Process of Continuous Spiritual Education

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Abstract:

In this article, opinions on increasing the activity of introducing educational standards based on a new approach to the training of future physical education teachers, on awakening a sense of responsibility for the chosen profession, on the development of various reforms in society are presented.

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Introduction

Since the problem of spiritual education is very complex and diverse, the definitions given to it are also diverse. In this case, we face the following situation: spiritual education means personal consciousness; mental activity of people; the sum of morality, sophistication and theoretical values, truth and diligence and beauty; human feelings; [1:12] is understood as the sum of a person's total moral values. So, the main criterion that defines human spirituality is justice, faith, honesty, and honesty. If he enters, if he fulfills his loyalty to his homeland with his practical work, he will become the owner of high spirituality. The spirituality of the society is expressed in the spiritual wealth developed by it. In other words, spirituality has an independent existence primarily due to culture. From this comes the idea that spirituality is not only human qualities, but also the spiritual culture of science, philosophy, ethics, literature and art, public education, mass media, customs, traditions and

religion. and religious practice (prayer, piety, religious ceremony, etc.), religious literature, religious art, etc. also includes a variety of types and forms.

According to the theoretical and practical features of the training of qualified personnel using the system of national and spiritual values and the training of students of the higher educational institution to ensure the effectiveness of the lesson:[3:49]

- development of its stages and content, indicating the main components of necessary knowledge, skills and independent learning;
- to determine the levels, types and forms of independent learning;
- obtaining independent knowledge and developing general requirements for its technology;
- to show the main sources in professional pedagogical independent learning;
- use of independent learning assignments offered to students to determine the diagnosis;
- showing activities that encourage students' independent learning activities;
- it is necessary to introduce issues such as determining the factors and conditions that adapt knowledge, qualifications, skills and abilities to students' independent learning (activity).

The spiritual formation of every future specialist requires the development and cultivation of his spiritual qualities, views, ideals, aspirations, opinions, feelings and beliefs. The student's subjective attitude to other people and to socially useful work largely depends on how to organize work and lifestyle. [4]

The tasks of moral education of students do not depend only on the teaching and explanation of professors and teachers, but it is also important to organize and direct the practical activities of young people in higher educational institutions. Organization of the student's life and activities depends primarily on the knowledge and skills of deans, heads of departments, professors and leaders of public organizations, as well as taking into account the abilities and aspirations of students, directing them to the right direction of behavioral motives, developing professional and intellectual interests in them. It also depends on attention. [6]

Methods

The constructive activity of the teacher in the structure of the pedagogical activities of the research scientist N.V. Kuzmina is to choose the material to be given to students, to identify the most important of them and to redevelop this material in accordance with the age and individual characteristics of the students, and on this basis to organize a lesson, conversation, conduct educational activities, student personality, the level of knowledge, the definition and development of the worldview, and the organizational activity of the teacher in this structure is to organize the work and guide the students themselves and their work during the lesson and outside of the lesson, and at the same time organize their activities.

If the teacher has the right relationship with the students and is able to establish communication, his constructive and organizational activities will be successful. This depends on the quality and characteristics of pedagogical work, understanding the psychology of students, establishing a

relationship with students, taking into account their age and individual characteristics, as well as being able to influence students. This is the first condition for the formation of pedagogical skills.

These ways of acquiring the noted and described pedagogical skills are programming for the teacher-educator and can provide practical help to create great opportunities for professional development and increase the effectiveness of education.

If the purpose of self-analysis is taken as a whole, it becomes clear that it is a "guide book" of a skilled pedagogue, a tool that determines the professional position formed during his work. It is noticeable. Different aspects of self-analysis are shown in this.

In the self-analysis, the professional position of the pedagogue should be given in a very broad and complete way, it should incorporate psycho-pedagogical, methodological foundations, views, and beliefs of personal importance. And these are formed through theoretical and practical knowledge-skills aimed at further improving the work of teacher education.

The professional position of the teacher is clearly reflected in his work. In self-analysis, it can be as follows:

- sorting out the evidence related to educational activities in specific psycho-pedagogical conditions;
- choosing and mastering effective ideas, forms, tools, methods, technologies and directions related to the educational process;
- education - clearly defining the growing scale of individual criteria that achieve high results in education. [2, 58]

The above parameters can be the basis for organizing self-analysis. It is necessary to quote them briefly and clearly "without excessive words". In the comments, it is necessary to rely on information based on specific facts.

In addition, when preparing the document, it is necessary to pay attention to two specific aspects of it: general analysis and component analysis. In this case, the general analysis and the analysis of the elements related to the direction of activity can direct the teacher to the news related to the methods and means of activity.

Theoretical analysis examines the theoretical foundations of activity organization, while practical analysis examines aspects that drive activity. What is the progress of the activity in the last three years and to what extent it is reflected in the scientific and methodical manuals is of great importance.

In addition to the content and essence of the analysis, it is necessary to note the dynamic - process aspect in it. Here, attention should be paid to the methods, technology, effective forms, necessary conditions, specific criteria and diagnostic bases of activity. Among them, it is necessary to pay attention to the place of the author's self-developed questionnaires, questionnaires, and creative works. Self-analysis should not be left out of consideration of how it corresponds to the requirements of state educational standards. In the final part of the independent self-analysis, one's own shortcomings should be objectively highlighted and analyzed, which will help the pedagogue to constantly renew and effectively organize his activities and increase his professional skills.

Currently, various changes in the fast-paced picture of the society have a great impact on the goals and tasks of the educational system, methods and their implementation. These changes in the field of education are reflected in the change of the paradigm of influence, that is, the child is now becoming the subject of his own growth from the object of pedagogical influence.

The fact that pedagogical communication is important in pedagogical activities has caused scientific interest in the individual style of communication. The concept of pedagogical communication style is closely related to the individual activity style, and the initial studies in it begin with the work of K. Levina. When K. Levina studied the features of the management of students by the head teacher, three styles of managing children (authoritarian, democratic and liberal) were distinguished. When the management models were introduced in relation to the analysis of pedagogical activity, it was noted that there are a number of specific features. For example, as early as 1983 A.A. As a result of his observations, Bodalev noticed that teachers working in an authoritarian manner, ignoring the community, initiative, independence, and demandingness of students, accused children of haste, irresponsibility, and chaos. According to T. N. Malkovskaya, teachers who work in an authoritarian way have a "leader and subordinate" relationship with students. Such a teacher uses his teaching position on the basis of command and considers his behavior in front of students to be correct. In this case, students lose their activity and activity depends on the will of the teacher. As a result, students' attention is focused on protecting themselves from the influence of the teacher, not on acquiring knowledge and skills, and negative aspects such as internal mental discomfort, aggression, feeling of helplessness begin to appear. D.A. As for Belukhin, he believes that all the above three methods are related to the specific level of the teacher's confidence and demands towards the students. If the teacher's demands are higher than his confidence, he works in an authoritarian style of management in the process of education and upbringing.

Thus, the more authoritarian the teacher is, the less active the students are. The teacher's authoritarian management style alienates him from individual students or from the whole class. Although the cold-hearted attitude of the authoritarian method deprives the student of close confidence and turns him into a "good performer", it leads to the formation of a state of mental defenselessness and depression in the child. Although this method can achieve some results by stifling students' motivation and initiative and exerting strong pressure, it is temporary and random in nature.

Current theories of psycho-didactic "individual method" put forward several types of ideas. E.A. According to Klimov, in short, the individual method is a stable system of a person's work improvement activity based on typological conditions and related to specific conditions. Individual psychological tools in it are directly related to requirements and experiences that have external practical influence. According to Zimney I.A., "method of activity" (for example, in areas such as management, production, and pedagogy) in a broad sense is a stable system, methods, and execution methods that are selected during the implementation of activities and are more convenient for a person. will incorporate directions. V. I. Zagvyazinskyi interprets it as a general system of the principles he likes in human activity, his way of thinking, his behavior, his beliefs, and the basis he requires in this work.

In any case, it is emphasized by scientists that the main component of the activities of pedagogues is the style of professional activity. Currently, it is possible to observe several approaches to its classification. "Activity of relations" approach A.K. Markova and A.Ya. Promoted by the Nikonovs. In this case: the meaningfulness of the method (the teacher focuses the activity on a specific result and checks and controls his work step by step); dynamic essence of the method (flexibility, stability, change of the method); aspects such as the effectiveness of the method (students' level of knowledge and its results) are given wide attention. V.A. Kan-Kalik distinguishes five types of pedagogical methods, namely: the method based on high professional qualification requirements, the method based

on friendly attitude, the method of keeping a distance, the method of intimidation, the methods of flattery.

L.D. Stolyarenko and S.I. Samygin believes that the implementation of different activity methods causes teachers to behave in the form of different models when communicating with students in classes, and conditionally divides them into the following groups: "Montblanc" (dictatorship model), "Chinese wall style" (closed model in communication), "Locator style" (selective listening model of students), "Liberal style" (model of indifference), "Hamlet style" (extremely sarcastic model), "Robot style" (strict demand model), "I-myself style" (authoritarian model), "Union style" (active cooperation model).

The method of diagnosis of the pedagogical communication style is one of the effective tools for studying the above relationship models of the teacher. In most cases, the level of aggressiveness of the teacher's communication system was taken as a criterion for negative disturbances in it, which is used as the main evidence base in pedagogy. Because aggression in this process breaks the order in the relationship between the teacher and the student, and it greatly damages the pedagogical cooperation.

The psycho-didactic analysis of the problem and the theoretical basis of the concept of aggression allow to explain the aggression in the teacher. The teacher's aggression is his hostile attitude towards the student, which disrupts the activities of the subjects of the educational process.

Aggression can range from verbal abuse to physical abuse. This is a case of pedagogic professional abuse, which manifests itself as unpleasant situations in various forms (punishment, humiliation, insults, beatings, scolding, etc.).

Such a change in the teacher's mental and physical condition will certainly be reflected in his work. As a result, not only the teacher, but also the students who communicate with this teacher suffer from it.

Results

During the period of their professional activity, some teachers have a preference for behavioral relations that surround them. It may not be suitable for the work of a teacher. As a result of the teacher's inability to change his character, aggression may develop from within. Psychological self-defense during professional activity turns into a behavior that says "the best defense is an attack." In addition, trying to solve some problems in relationships aggressively will later lead to these actions as a habit.

Thus, at the same time, we observe that some successes in the teacher's work are manifested together with negative disturbances in professional relations. This is success in the "iron rod" style, which is one of the classic examples of professional relationships. This not only breaks the psychology of students, but also causes the teacher's nerves to deteriorate over time. Because such a negative way of working will have the opposite effect over time.

The process of negative reflection in the teacher's professional relationship goes in several directions, namely:

- lack of knowledge, skills and communication methods of the teacher in the field of qualifications do not correspond to the requirements of professional relations;
- in the psychological direction, the negative aspects of the teacher's temperament, outlook and character prevail in his behavior during the interaction process;

- in the educational direction, the level of education of the teacher cannot meet the requirements of pedagogical relations and during the interaction, authoritarian, egoistic and pessimistic aspects of relations prevail in him;
- in the social direction, as a result of the effects of the strong negative information flow around, the inability to cope with the defective aspects of the internal relations of the student group and the work team, and to win an aggressive defense against it and. BC

In the current period, the breakdown of the professional communication of teachers in the relationship between education and training is one of the unpleasant situations that surround all educational systems. is related to negative changes.

Discussion

It will be possible to give brief details about the changes in the relationship of the teacher during his work and his attempts to communicate with others in the following way:

- 1) Communication in the authoritarian method is the pedagogue's subjugation of the entire educational process to his will. This can be seen in the lack of acceptance of other people's opinions and the decrease in self-analysis. it manifests itself in the centralization of all educational and educational processes.
- 2) Demonstrative communication style is a way of establishing relationships with the way of showing off, showing off only in the name of the pedagogue, which is quickly learned by others. This can be seen in his insincerity and his burden of kindness towards his work.
- 3) The dominant style of communication is the pedagogue's promotion of only his rights in the process of education. In it, strict demands from others and methods of punishing them will be the priority.
- 4) The punitive communication style is the attitude of looking at the students as "children with a bad education" and educating and teaching them only with severe punishment.
- 5) Socially hypocritical style of communication - when the high principles of education are promoted by the pedagogue, his activities are focused only on his own corrupt interests.
- 6) Pedagogical indifference communication style is a case of dismissing work as a result of treating students as irreparable objects.
- 7) Weak reaction communication style - occurs as a result of the teacher's unpleasant fatigue in the work process and inability to fully fulfill his professional obligations or does not know the ways of his performance.
- 8) Inappropriate communication style - inability to fully open up in relationships as a result of low knowledge of one's capabilities and wrong conclusions.
- 9) Out-of-order communication style - occurs as a result of violation of social and moral requirements in relationships. It is observed in the use of slang and non-standard words during communication.
- 10) Communication in the style of pedagogical dogmatism is the failure of the pedagogue to recognize the innovations in improving relations, choosing the method that only suits him.
- 11) Communication in the style of scientific expansionism - not to recognize anything else in front of one's science and to convince others that this science is the highest ideal among all fields.

12) Pand - communication in the style of exhortation - trying to show the way not only to the students, but also to all the people around, reprimanding them and considering oneself as the central person of education.

13) Communication in the passive style of information is related to the slowness of the pedagogue's level of work. This is in the form of laziness and laziness.

14) Conservative method of communication - the attitude of recognizing only classical principles in relations and avoiding any democratic attempts.

15) Communication in monologism style is the style of pedagogues who want to listen only to him during interactions. This is the attitude of "the constant repetition of the same songs and tunes."

16) Communicating in a way that touches the soul is related to the emergence of an attitude of alienation in the teacher, such as leave me alone no matter what.

17) Communication in an incompetent way is a system of relations resulting from the teacher's incompetence in the educational process.

It will be possible to give brief details about the changes in the relationship of the teacher during his work and his attempts to communicate with others in the following way:

In the current period, professional communication disorders in teachers' professional relationships are one of the unpleasant situations that encompass all educational systems, and this is a global trend of the spread of disruptive elements in the education and training process, and as a result, the character of interactions in the learning and work processes is changing to a negative side. is related to changes.

Conclusion

The preparation of future specialists for the process of continuous spiritual education depends on the strength and effectiveness of students' connection with the pedagogical environment, educational and educational institutions, a number of problems and individual characteristics that occur in educational institutions.

Spiritual education should lead to the moral development of young people and be a stimulus for it. But in order to achieve this, the organizers of spiritual education need to take into account the interaction of objective and subjective factors in moral development. It is possible to understand the preparation technology, mechanism, and its components of the process of spiritual education.

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