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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE FORMATION OF THE CREATIVE ACTIVITY OF FUTURE TEACHERS THROUGH PERSONALITY-ORIENTED EDUCATION

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ABSTRACT

Changes in society, modern requirements for professional knowledge and personal qualities of specialists have created the need to update the content of education in pedagogical universities, innovative forms and methods of teaching, the widespread introduction of modern information technologies into practice. Another important aspect of the process of professional adaptation of future educators is to determine the set of necessary conditions for the acquisition and full implementation of professional knowledge, skills and competencies in these areas.

KEYWORDS: *Professional Adaptation, Pedagogical And Psychological, Innovative Potential, Personality-Oriented Education.*

INTRODUCTION

When developing strategic plans for the development of the labor market and educational services in the Republic of Uzbekistan, special attention is paid to the formation of the level of professional training and the ability of specialists to adapt to the requirements of the activity. This, in turn, requires solving the following tasks related to increasing the efficiency of the process of professional adaptation of future educators:

- determining the content of professional training of future educators, taking into account modern requirements and proposals of the labor market for the training of educators;
- Identification of pedagogical and psychological factors and conditions that form the innovative potential of high-quality acquisition of professional knowledge, skills and abilities;

- Determination and implementation of pedagogical conditions for professional adaptation on the basis of a creative and collaborative environment based on a systematic approach;
- Development and implementation of new publications, electronic textbooks, teaching materials for independent study of social and pedagogical aspects, theoretical issues and independent training of educators.

MATERIALS AND METHODS

As you know, the professional adaptation of future educators is a purposeful, systemic process. Modern pedagogical and psychological research describes the stages of the process of professional adaptation of future specialists in different ways.

An important condition for ensuring the effectiveness of the tasks set is the substantiation of objective and subjective (external and internal) factors that affect the process of professional adaptation of future educators. Slastin's research on the formation of professional training of future educators shows that high professionalism, that is, the quality of the education received, depends on objective factors in achieving professional maturity and subjective factors that affect the personality's abilities, professional orientation, and effective pedagogical tasks. and an expert approach to decision making.

The socio-theoretical training of students of pedagogical universities is influenced by motivational and social factors, the content of which includes information, knowledge, the foundations of science, which are assimilated in the field of general education.

RESULT AND DISCUSSION

Pedagogical and psychological training of students is based on the principles of the educational process, documents that reveal the content and essence of training, forms, methods and means of training, as well as knowledge of the age and individual characteristics of the student and their psychological state is determined by the level of professional knowledge, skills and abilities in acquisition.

The study showed that the skills of practical adaptation of future educators to professional activities are formed directly on the basis of special methodological training. In this case, the correct construction and implementation of the educational process of the student, the organization and management of the activities of teachers and students, the correct orientation of the educational activities of students, teaching, the degree of mastering the skills of effective use. forms, methods and tools for monitoring and evaluation in science, teaching and subject matter are described as key components.

One of the modern requirements for the process of professional adaptation of future educators is the ability to actively master and implement these innovations.

Innovative training is one of the criteria for professional training, determined by the formation of an axiological, acmeological, creative, reflective approach to pedagogical activity, the creation of an environment for creative cooperation in education, the introduction of innovative technologies into the educational process, active motivation for innovative activities.

Another important aspect of the process of professional adaptation of future educators is to determine the set of necessary conditions for the acquisition and full implementation of

professional knowledge, skills and competencies in these areas. Because a comfortable and focused teaching environment makes it easier to achieve the desired result from the process.

The results of the experiment confirmed that the integration of pedagogical and psychological conditions is important for improving the quality of education in the process of training future specialists. It was also found that the practical disclosure of the potential of pedagogical technologies in the educational process, aimed at the professional adaptation of future educators on the basis of a systematic approach, will help to ensure a positive solution to the research problem. Subsequent sections of the case will focus on these issues.

It is known that the process of professional adaptation of future educators is a complex and individual process. In this case, it is advisable to study the individuality of the student's personality, learning conditions, environment and the system of interpersonal relations. In addition, an effective adaptation process contributes to the formation and professional development of future educators, their dedication and value approach to professional activity. This affects the efficiency, effectiveness and longevity of the professional.

CONCLUSION

1. A feature of the modernization of the educational process in higher educational institutions is not only the formation of general parameters of professional training, but also the development of their creative abilities, the ability to accurately predict the goals and objectives of the process and strive for them. , characterized by the level of development of skills for the development and implementation of optimal ways to successfully organize the pedagogical process.
2. Modern requirements for the professional adaptation of future educators dictate the need for an innovative approach to the organization of the pedagogical process in these educational institutions. This presupposes the identification of pedagogical and psychological factors and necessary conditions that influence the process of professional adaptation in the study.
3. The empirical analysis carried out in this chapter of the study confirmed that the information-content and organizational-methodological factor of the professional adaptation of future educators is one of the main criteria for ensuring the effectiveness of the system.
4. The results of the experiment showed that the development and implementation of methods of professional adaptation based on innovative teaching technologies can give a positive solution to the research problem under study.
5. At the next stages of work, based on the capabilities of innovative technologies, the expediency of developing effective methods that help future educators to adapt to the requirements of pedagogical activity was substantiated.

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