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## PEDAGOGICAL FACTORS OF PREPARATION OF FUTURE TEACHERS OF BIOLOGY FOR PROFESSIONAL-PEDAGOGICAL ACTIVITIES

**Mashkhura Mukhiddinovna Isabayeva\***; **Sarvigul Ravipjonovna Otajonova\*\***

<sup>1,2</sup>Kokand State Pedagogical Institute,  
Kokand, UZBEKISTAN

### ABSTRACT

*The article reveals the pedagogical factors of training future biology teachers for professional and pedagogical activities. Implement an integrated approach to modeling in the educational process based on the goal of the object of study, the pedagogical skills of the teacher, innovative and information technologies that allow describing various aspects of the process, integrating interactive teaching and learning methods. tools, ways to effectively use opportunities to solve problems.*

**KEYWORDS** *Professional Competence, The Content Of Biological Sciences, Its Forms, Methods, Teaching Aids, Professional And Pedagogical Activities, Self-Development Of Teachers As A Person, Integration Of Interactive Methods And Means.*

### INTRODUCTION

The education system of the developed countries of the world, first of all, the education policy in the direction of continuous education in order to form a comprehensively developed harmoniously developed students' knowledge and mastery of innovations, spiritual and moral qualities based on national and universal values. , identifies the need to improve the quality and efficiency of educational system processes in the formation of skills of creative thinking, conscious attitude to the environment. This need is important in the selection of strategies for the development of educational processes in the training of highly qualified and competitive personnel, as well as the effective implementation of innovative and communicative learning technologies in the educational process, which serve to increase the effectiveness of this process.

At the heart of the ongoing reforms in the field of education in the country, along with the education of courageous youth, there is a need for systematic implementation of radical improvements in higher education in accordance with modern requirements.

Implementation of the Strategy of Actions for the Further Development of the Republic of Uzbekistan aimed at "educating physically healthy, mentally and intellectually developed, independent-minded, strong-minded, loyal to the Fatherland" education of leaders and teachers - determines the need to consider the educational process as a complex pedagogical system with research and analytical directions.

These issues are related to the introduction into the education system of training, processes, principles and laws related to the training of teachers in higher education, ie the improvement of the system of training of future biology teachers for professional pedagogical activities, allows to organize and manage educational processes in accordance with modern requirements [1, 3].

The pedagogical activity of each teacher is a process of solving pedagogical problems, such as the formation of his worldview, beliefs, consciousness, behavior. Pedagogical activity is the form and methods, methods and tools used by the teacher. Through them, the teacher develops this professional activity, which leads to the achievement of the highest results of educational work, the management of students' learning activities, and the solution of problems of modeling the learning process in a new way.

In the professional activity of the teacher:

- Improving the pedagogical process on the basis of a clear goal, aspiration;
- Increase the efficiency of the pedagogical process, their own business activity;
- Mastering constantly updated pedagogical knowledge;
- Be aware of advanced technologies, methods and tools;
- Effective implementation of the latest scientific and technical innovations in its activities;
- Improving professional skills and competencies;
- His practical efforts to prevent and resolve negative pedagogical conflicts require him to work on himself.

One of the pedagogical factors in the preparation of future biology teachers for professional pedagogical activity is the professional competence of the teacher. Professional competence is the ability of a prospective teacher to act in an uncertain manner. The higher the uncertainty, the more important this ability is

[2]. We think that the model of competence of the future teacher can be imagined in the following elements:

- Values, principles and goals;
- Professional qualities;
- Important competencies;
- Pedagogical methods, techniques and technologies;

- Professional positions.

A professionally competent approach should be based on the following principles:

- Education for life, social success and personal development;
- Assessment of opportunities for future biology teachers to plan their learning outcomes and improve them in the process of continuous self-assessment;
- To organize independent, conscious activity in various forms on the basis of personal motivation and responsibility of future biology teachers

[3].Adherence to the principles of a professionally competent approach to the preparation of future teachers of biology for professional activity, the interrelated introduction of the content of biological sciences, its forms, methods and tools of teaching. It will be the basis for their deep and comprehensive knowledge, for their perfection as a comprehensively developed person.

Pedagogical excellence is the art of teaching and education. This is a professional ability to direct all types of teaching and educational work for the comprehensive development of the student, including his worldview and abilities

[4].Outwardly, it manifests itself in the successful creative solution of a wide variety of pedagogical tasks, in the effective achievement of the methods and goals of educational work. Its more specific external indicators are: high level of performance, quality of the teacher's work; expedient, adequate to pedagogical situations, actions of the teacher; achievement of the results of training, education, independent work of students; the development of their ability to study independently, to acquire knowledge, to involve them in independent research.

From the inside, pedagogical skill is a functioning system of knowledge, skills, abilities, mental processes, personality traits, ensuring the fulfillment of pedagogical tasks. In this regard, pedagogical skill is an expression of the teacher's personality, his abilities to independently, creatively, skillfully engage in pedagogical activities.

Modern science, without rejecting useful elements, moments of truth in different concepts, considers personality as a unity of biological and social, in which the biological basis is transformed, enriched, filled with social qualities, acquires a truly human content (value orientations, motives, development of logical and intuitive thinking, the ability of anticipatory reflection of reality, etc.). Personality development here acts as a single biosocial process of human improvement under the influence of both external (environmental) and internal (individual-personal) factors. The human-centered essence of education is most fully and consistently reflected in the concept of humane-personal education, in its social-personal orientation.

Human development takes place in his vigorous activity, directed by a socially significant goal from the outside and by his own motivation from within. The main driving force that stimulates activity is the contradiction between what has an objective meaning and is reflected by a person as subjectively meaningful, and reality. Realized through consciousness and experiences, the resulting contradiction forms the motivation of activity (D.I. Feldstein).

The development of a person at each age stage is primarily determined by the type of leading activity (play, study, work, self-determination), which determines the most important changes in

mental processes and psychological characteristics of a person at a certain stage of her life (A. N. Leont'ev).

By regulating external conditions, creating developmental situations, stimulating their own activity of trainees (educated), the teacher and the pedagogical system form the inner world of a person, encourage him to social activity, self-realization, transformation of the environment and himself. Education and pedagogy can only partially influence external factors (educational policy, cultural richness of the environment, preservation and multiplication of traditions).

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