

TENDENCIES OF DEVELOPMENT OF THE WORLD'S EDUCATIONAL SYSTEMS AND PEDAGOGICAL EDUCATION IN UZBEKISTAN

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Abstract:

Education as an area is most closely associated with the formation of human personality, and therefore is the most important factor of economic and social development. The teacher was and still is the key figure in the education system. Consequently, pedagogical education is seen as the foundation of the education system in general. However, the importance of student-teacher relationship has become a main issue in the post-modern society, emphasizing the role of the student in the learning process.

This research paper investigates the most common didactic models for teaching and acquiring knowledge, while proposing the normative and methodological basis for the continuity of organizational stages of teacher's education. In terms of this, this paper deals with these models by presenting the current situation in the teaching system of Uzbekistan, presenting its methodologies.

Keywords: Education, student-teacher relation, pedagogical education, Uzbekistan model

Introduction:

The current stage of development of the world community is characterized by the rapid unfolding of innovative processes, with innovations increasingly acquiring the status of general indicator of cultural development. One of the conditions of a modern progress is represented by the readiness of the public as well as the consciousness of an individual in terms of changes, in all of the spheres of society.

In the conditions of modern civilization reforms in the educational system have become a pressing issue in many countries. According to UNESCO, the main reason for this was the need for education of the person with the planetary thinking, with the ability to participate actively in social and cultural process, to change himself and the surrounding reality. It is education as a sphere, most closely associated with the development of the human personality, which is considered to be the most important factor in economic and social development. The key figure here was and will always remain a teacher - a competent person with a broad outlook in the various fields of knowledge, socially mature and with creative personality. Pedagogical education becomes the foundation of the education system as a whole.

In accordance with the position of the new socio-cultural paradigm a personality is seen as an active subject, capable of affecting the social development, creating a spiritual world of science, religion, culture, morality, and setting new directions for social development. In connection with this, education with his primary goal: the development of such qualities and abilities of a person that would allow him or not only to exist comfortably adapting to a rapidly changing social conditions, but also to overcome difficulties related to perception of innovations for creating a qualitatively new social space - begins to play foreground role in social progress.

It follows that the development as an alternative to the concept of “teaching” becomes the key concept of the world's educational systems today. Almost all developed countries have already recognized the need to reform their education systems so that the student would truly become an active figure in the educational process and a cognitive activity of students i.e. the process of learning (not the sum of knowledge, as it was until now, and still taking its place now during traditional teaching) would be in the focus of the teachers

The educational institution prepares a person to vigorous activities in various fields of economy, culture, and the political life of society. That is why the role of the school as a base level of education is extremely important. Its ability to respond flexibly to the needs of society, while preserving the accumulated positive experience has a great importance too.

However, not all school (university) personnel quickly respond to socio-economic changes, scientific and technical progress. Some teachers are still following the conservative paradigm of teaching adopted in the XIX century: the teacher - textbook (read: system of teaching aids) - student. This system focuses on teaching, on the central role of teacher in the pedagogical process. The student acts as the object of this activity. The statements that the learner (student) should be the subject of the process are not implemented in practice adequately. Therefore, it is important to realize the philosophical paradigm of democratic society “person - society – state” in all areas of society and, above all, in the system of education.

Modern society of information technology in comparison with the industrial one of mid-late XIX-XX centuries is in much greater degree interested in the fact that its citizens are able to act independently and actively to make decisions and adapt to the changing conditions of life.

Respectively, all types of educational institutions must implement the task of preparing graduates, which are able to:

- adapt flexibility to changing life situations, apply skillfully and independently acquired knowledge in practice to solve a variety of arising problems in order to have an opportunity to find their place in life;
- think critically, being able to see problems arising in the real world; seek and find a rational way to solve them, using modern technology; have a clear awareness of where and how the acquired knowledge can be applied in the surrounding reality; generate new, creative ideas;

- work competently with the information (to be able to collect facts necessary to solve certain problems, analyze them, hypothesize solutions, make the necessary generalizations, comparing with the same or alternative solutions, set static patterns, make reasoned conclusions, apply them to identify and resolve new problems);
- be sociable, contact in different social groups, be able to work together in various areas, situations, including conflict ones, preventing the latter or skillfully finding the exit from it;
- working independently to develop their own morality, intelligence and cultural level.

This is the imperative of our time. Teachers from different schools of Uzbekistan make similar conclusions, and this has already become a constructive solution in the refined requirements of the educational standards of the State, new curricula built on the principle of continuity, textbooks, manuals, and most importantly - in the style of lessons and activities. Note that the new fundamental social order to the education system from the state is really embodied in the Law "On Education" and the National program for personnel training. The most important thing at the moment is to work together in order to implement this public policy.

National Program Implementation and Didactic Models:

The implementation of the National Program involves the expansion of individual freedom, increasing the responsibility of each person for the determination of his or her own destiny, which in turn causes an increasing burden on the personality.

Primarily this concerns teachers. Educational activity requires a constant creative readiness, continuous self-realization, self-development

Today, a kind of "core" of the teacher's personality refers to as his or her professional and notional potential, which defines humanistic orientation of world attitude and outlook, actions and behavior of the teacher, his or her high adaptability, capacity of creative self-realization and spiritual self-development.

In this context, we reviewed the following possible didactic model:

1. **Communicative model** is aimed at the formation and development of important professional and semantic orientations (personal values, philosophy, the meaning of life) as well as the foundations of creativity and sense of competence of the future teachers in the course of live communication of the teacher and students, imbued with mutual understanding.

2. **Active-search model** of professional development of the individual sense of the teacher focuses on the development of the foundations of its competence by organizing search and semantic activity of students on practical and extracurricular classes in the course of independent educational and research work.

3. **Reflective model** aimed at creating a professional and meaningful self-student educator, the development of its abilities to professional self-determination and self-development. This model provides an opportunity for the teachers to reflect on themselves in the face of the natural and social reality, to seek answers to the many vital and relevant professional issues.

4. **Simulation model** of professional development of the individual sense of the future teacher contributes to the establishment of its foundations focused on the meaning and sense of Retention competence and basic value-oriented and professionally mediated by personality traits. It can be used for these purposes, can be used depending on the situation and role structurally-role-playing games, activates the process of empathy, compassion, personal identification, the main human need growth, development, and self-improvement. All this prompts the student is already present as the subject of training and educational processes to independent, courageous, enterprising, creative and thorough solutions, albeit in the conditional-game, but liberating his developing personality, situation.

5. **Activities and practical model** has the same target orientation as the previous one, but is carried out by the organization of independent professional sense of activity of students in the teaching practice.

6. **Model of professional sense of self-development** is designed to provide first and foremost the establishment of the meaning of the creative competence of the future teacher. As-final, she adds, it consolidates the results of the use of all previous models and represents the transition from the development of professionally-semantic potential of students in pedagogical high school to professional-semantic self-development of the teacher in the course of independent professional activity.

State educational standards include not only the training of qualified specialists in a particular area, but also the formation of well-educated creative people, which is impossible without extensive knowledge of the fundamentals of science. Fundament of teacher education contributes to the establishment and development of critical thinking and creativity, as well as providing effective integration of the humanities, natural sciences and professional knowledge.

Humanization of teacher education should be focused on distribution coating abilities and meet the diverse educational needs of the priority of human values and harmony in the relationship between man and the environment.

Means to achieve the formation of personality of teacher education ensures the formation of students' holistic view of the world, high spirituality, culture, and is saturated with the components of an ethical (moral), aesthetic, ecological, economic and legal education, regardless of the profile and specialization areas of teacher education. Continuity means that the output of the previous stage of pedagogical education must be on the

organizational and substantive level "dock" with the release of the next stage, thus ensuring the interconnection and interdependence of all levels of teacher education. The normative and methodological basis for the continuity of organizational stages of teacher education should be:

- Integrated state educational standards, curriculum and programs, providing close inter-subject, interdisciplinary communication;
- a systematic approach to determining the content of educational programs;
- psycho-pedagogical and methodological coordination of the educational process in educational institutions of different levels of teachers' education. The universality of education is perhaps the most complete set of disciplines that determine the unity of professional and general cultural aspects of basic training for future teachers.

In the process of development and modernization of the content and structure of vocational teacher education are starting the following provisions:

- continuity of professional-pedagogical preparation of personality-oriented nature;
- priority theory object of professional activity;
- unity of theory and practice;
- continuity and integration in building theoretical knowledge and practical skills;
- technology training solutions for standard and special (creative) professional problems;
- training diagnosis studying the state of the pedagogical process and the use of these results in educational work.

Conclusion:

Through the application of the acquired theoretical knowledge in the future teachers is formed by a technique of translation of the theory in action, that is, the technology consists of professional work and lay the foundation of professional consciousness. The most important aspect of the content of teacher education is to enrich the creative potential of the teacher's personality on the basis of the revival of national spiritual culture, basic knowledge of folk pedagogy in relation to the history and culture of other peoples of our country and all mankind. The set of specific objectives will give a unified character of the process of teacher training through the use of the capabilities of each of the subject, as well as the complex psychological and pedagogical disciplines.

Originating in the Republic of Uzbekistan reforming processes are formed, including the teacher, as a result of the consistent implementation of the National Program for the preparation of the sub-frames, which are made in conditions of Uzbekistan's transition to democracy, the rule of law, and the market economy. The essence of these processes boils down to a fundamental optimization of personnel potential of teacher education, raising the prestige of the profession educators, teachers and

researchers, creating a system of continuous pedagogical education in accordance with tendency world education in the context of sustainable development.

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