



## Studying the Pedagogical Experience and the Experience of Reforming Pedagogical Education Systems

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**Abstract:** The article analyzes the process of development of teacher education in Uzbekistan in the context of reforming the system of teacher training. The process of reforming higher education as a socio-pedagogical phenomenon has been studied. Perspective directions for the development of teacher education in Uzbekistan in the context of reforming higher education have been identified.

**Keywords:** Specificity, education, structure, pedagogical experience, general pedagogical training.

The specificity of the sphere of education lies in the fact that, on the one hand, it is a product of the life of the state and society and largely reflects the level of their development, and on the other hand, it is one of the main factors in their development. In this regard, the socio-economic, political, cultural processes taking place in a single country and throughout the world cannot but affect the education system and educational policy of the country. At the same time, how these processes will develop depends largely on how people who determine the vector of development of education are ready to respond to changes, anticipate their consequences, and evaluate the future, which is largely determined by their level of education.

At present, the study of pedagogical experience and the experience of reforming the systems of teacher education in other countries is of particular importance. The study, analysis, comprehension of the experience of professional training of teachers in history abroad makes it possible to identify in it something useful that can contribute to the improvement of the Uzbek system of teacher education at the present stage, and helps to avoid mistakes and shortcomings made by other countries.

An important factor and condition for the development of Uzbekistan in modern conditions is the formation of a perfect system of training based on the rich intellectual heritage of the people and human values, the achievements of modern culture, economics, science, technology and technology.

This issue is relevant, and not only individual scientists are dealing with this issue, but also the state, which is confirmed by the Constitution of the Republic of Uzbekistan [1], legal documents and decrees and resolutions of the relevant authorities of the Republic of Uzbekistan [ 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19]. To date, in the field of training future teachers, a certain scientific potential has been accumulated on certain aspects of this problem.

general pedagogical preparation of the future teacher is considered in the works of S. Radzhabov, M. Ochilov, N. Azizkhodzhaeva, O. Abdulina and others . Belozertsev E.P., Kuzmina N.V., Slastenin V.A., Tokhtakhodzhaeva M.Kh. and etc.

Questions of professional and pedagogical training of the future teachers are studied by Grishin E.A. [20], Dauletaliyev R., Juraeva B., Zyazyun I.A. [21], Kan -Kalikom V.A. [22], Kurbanov Sh.E. [23] and others; intensification of the process of preparing the future teacher in a pedagogical university - Yuzlikaev F.R. [24]; the formation of professional qualities of the personality of the future teacher -

Abdullazhanova M.A. We find some aspects of culturological activity of teachers in the works of Baller E.A., Kagan M.S., Tulenov Zh., Shermukhamedov S.Sh., Makhmudov T. and others.

Azarov Yu.P., Guzeev V.V., Kusainov G.M., Nishanaliev U.N., Polat E.S., Selevko G.K., Spirin L.F., Tursunov I., Choshanov M.A., Shurakova N.E., Far-Berman B.L. The problem of vocational education in Uzbekistan is studied by Golish L.V. [25].

So, it should be stated that scientists, teachers, specialists are studying general pedagogical, general theoretical and concrete practical issues of professional and pedagogical training of teaching staff, as well as certain aspects of the culture of the teacher, the quality of his personality. Psychologists study the psychological culture of a future specialist in the field of education (emotional sphere, pedagogical consciousness, research interests).

The education system is a social institution for the transmission of the foundations of culture by previous generations to the next. In the course of the development of the education system, the transmission of general culture and the transmission of professional culture began to be singled out into special subsystems. Gradually, a system of general education institutions and a system of vocational education institutions took shape. With the development of the education system, a system of training teachers was formed, both for general education and for professional education. For a long time, general education teachers, i.e. literacy and arithmetic teachers were representatives of the clergy. Initial vocational training, as a rule, was carried out by master craftsmen in the form of a craft apprenticeship. At a certain stage in the development of the vocational education system, there was an objective need for organized training of teachers, which was due to an increase in the scale of organized training of qualified workers and specialists. As the stages of vocational education were differentiated, their formation and development, there was also a differentiation in the training of teaching staff for various levels of vocational education.

The following systems influence the formation of the content of education: social needs, culture, individual needs, science, technology, nature. The influence of the system of needs implies the optimal combination of public and private interests in order to make education personally meaningful. The system of scientific achievements also has a direct relationship with the content of training, according to statistics, the period of time between a new achievement and the beginning of its systematic study in educational practice is steadily decreasing. The significance of the system of individual needs in shaping the content of education involves taking into account the age capabilities of the student and, in addition, assumes the possibility of university students choosing several subjects at will, depending on personal abilities, talents and interests.

Among the general principles for the formation of the content of education, special attention should be paid to humanism, scientific character, consistency, historicism, systematicity, connection with life, age-appropriateness, accessibility.

Of particular importance for future teachers (as, indeed, for people of many other professions) is the ability to work in a team. Seminars and work on joint projects contribute to the development of such skills. This gives, in addition to developing the ability to cooperate, the ability to connect others to help in your area of work; ability to extinguish conflicts; ability to plan deadlines for completion and delivery of work; the ability to edit the work of their comrades; the ability to bring disparate materials into a collective report (program, project), integration of efforts [26].

The professional development of a teacher, leading to the achievement of professionalism and pedagogical skills, is a long, continuous process. Using the figurative expression of K. Rogers, it can be argued that this is "a journey of a lifetime." There are many approaches to determining the main stages of professional development. According to one of them proposed by E. A. Klimov [27], the following phases of the life path of a professional can be distinguished.

Optant (or phase of optant, optation) is the stage of choosing a profession.

Adept (or adept phase) - a person has already consciously chosen a profession and is mastering it in a special professional educational institution (school, university, etc.).

Adaptant (or the phase of adaptation, "addiction" of a young specialist to work). In the activity of a teacher, it is associated with the entry into practical pedagogical activity, with the constant occurrence of non-standard, sometimes unexpected situations. It is believed that for teachers, this phase lasts 3-5 years (by the way, most often teachers leave the teaching profession at this stage).

Internal (or internal phase) - the teacher becomes an experienced teacher who can independently and successfully cope with the main professional functions.

Master (or mastery phase) - the teacher stands out for his special qualities, skills or becomes a generalist, freely oriented in various areas of professional activity, acquires his own style, individual, unique style of activity, achieves stable positive results.

Authority (or the phase of authority) - the teacher, as a master of his craft, becomes widely known in his circle or beyond, he has accumulated extensive teaching experience, due to which he successfully solves any professional problems.

Mentor (or mentoring phase) - the teacher has like-minded people, followers, students among colleagues, shares his experience with others, helps them in their professional and personal growth.

The main trends in the development of vocational education are reflected in the improvement of the goals, structure and content, organizational forms and methods of professional training of teaching staff.

Before modern pedagogical education, in addition to the main goal of meeting the cultural and educational needs of the individual, providing general cultural, scientific and professional training of specialists in the field of education, taking into account the changing needs of the economy and the labor market, the task is to help the future teacher in the conscious choice of his professional path, the implementation of self-determination in the pedagogical profession, development of creative potential and professionally significant personality traits.

A number of factors influence the formation of the main goals and objectives of training specialist teachers in a higher educational institution: ideological, economic, historical, personnel, individual, and planned.

The ideological factor is associated with the influence on the process of formation of the value-ideological systems that dominate in a given period of time. Even in the conditions of sufficient autonomy of universities, which is typical for developed foreign countries, numerous ideological "waves" have a significant impact on the educational process.

Under the economic factor of influence is meant the mechanism for placing prevailing emphasis in formulating the goals of teacher training, as well as the change in value waves in the social perception of the importance of the teaching profession associated with the political and economic situation in the country.

The influence of the historical factor on the formation of target settings for the training of pedagogical personnel at the university affects the constant accounting and analysis of historical experience (mistakes and achievements), the technologies for applying proven methods and means of teacher training, and the avoidance of inefficient areas of the educational process in pedagogical practice.

The personnel base of the teaching contingent of the university has a wide influence on the formation of the goals and objectives of education, with changes in which the staffing of the educational process also changes structurally and quantitatively.

A highly professional, staffed contingent is directly the cause of greater efficiency in the training of teaching staff, greater methodological validity of the educational process, as well as its greater fundamentality.

The planned factor of influence is the correlation of the goals and objectives of training specialist teachers with the results of identifying a long-term social perspective related to the structural needs of a developing society in various forms of ensuring its development, and "adjusting" the system of

teacher education, its quantitative and qualitative characteristics to them. , volumes, structure, type of relationship with the general educational process.

The professional training of young, novice teachers does not form a systematic vision of pedagogical reality. As a result, the pedagogical activity for which the student is preparing breaks down into a number of weakly interconnected functional activities, and in the university training of a teacher there is almost no such important aspect as the development of creativity.

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