

# Features of improving the methodical training system of future teachers

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**Abstract.** This article examines the specifics, principles and aspects of improving the system of methodological training of future teachers, reinforced by legislative and other regulatory foundations.

**Keywords:** methodical training, training, form, method, tool.

One of the urgent tasks is to review the unique national and cultural characteristics of the methodical training system of future teachers, research its principles, and improve the organizational and legal frameworks in this regard. Already, "our only goal in all of this is to transfer preschool education and school education, higher and secondary special education systems, and scientific and cultural institutions to the four integral nations of the Third Renaissance, and kindergarten teachers, school teachers, professors, and scientific and creative intellectuals to the four New Renaissance eras." is to turn it into a support pillar". For this, it is necessary to "raise the higher education system to a new level of quality, further develop higher educational institutions, eliminate the existing problems in the field, and pay special attention to turning them into large centers of science."

It is known that any reform requires the creation of social programs that are perfect in all respects, based on deep universal and national ideas, and the implementation of consistent measures. Such programs can be achieved if they are created and implemented according to the principle of succession and renewal. Therefore, along with the effective use of the potential of the socio-cultural value system created in the previous eras, reformism should also create a basis for rational efforts aimed at renewal. Naturally, such an approach should be aimed at maintaining the reproductive aspects of any process carried out at the level of society and ensuring its innovative nature and content.

Today, as a result of the teacher's view that his task is to give new knowledge to students, little attention is paid to the comprehensive development of students' cognitive abilities. Students' activities in the educational process are manifested through their mental activities, such as listening carefully to the lessons, analyzing the educational material, comparing and drawing conclusions. It is known that in traditional education, students used to listen to ready-made, organized information given by the teacher in lectures and practical sessions, and received knowledge on the basis of ready-made instructions. In the process of such reproductive education, students engage in activities such as memorizing proofs written by the teacher, repeating what they heard from the teacher, and become simple observers and listeners of the educational process.

Along with the term "educational method", the concept of "methodical method" (synonyms - pedagogical method, didactic method) is also used in many cases. It is defined as a component of the educational method, its important element, a separate step in the introduction of the method. Each method can successfully solve a certain educational task, and the rest may be somewhat ineffective. There are no universal teaching methods, so different teaching methods or their combination can be used in the lesson.

The choice of educational methods in the educational process is determined based on the following criteria:

- based on didactic purpose;
- based on educational content;
- based on the level of acquisition and development of students' learning skills;
- based on the teacher's experience and level of professional training.

According to today's educational standards, the continuous education system operates on the basis of the following principles:

- the priority of education - the effective organization and activation of the educational process is considered a priority in our society.
- democratization of education - selection of education and training methods, organization and management of the educational process, based on the cooperation of the teacher and the student.
- humanization of education - is based on full disclosure of human abilities and satisfaction of educational needs, ensuring the priority of national and universal values, harmonizing the interaction of man, society and environment.
- socialization of education - conscious discipline in students, sense of human dignity, behavior based on social norms, high aesthetic worldview and harmony with traditions.
- national orientation of education - integral harmony of education with our national history, rich traditions and customs of our people.
- the integral connection of education and upbringing implies the formation of an all-round mature person.

Therefore, the technological approach to education creates the following opportunities.

- managing the pedagogical process and targeting results with great accuracy;
- analysis and systematization of practical experience and its application on a scientific basis
- complex solution of educational and socio-educational issues;
- providing favorable conditions for personal development;
- reducing the impact of unfavorable situations on a person;
- optimal use of available resources;
- selection of effective technologies and models of solving socio-pedagogical problems and development of new ones.

For this, first of all, it is appropriate to consider the current state of the effective organization of educational institutions, the existing situation and the factors affecting it. Special attention is paid to effective organization of activities of today's educational institutions, raising the status of teachers in the society, creating conditions for their high-quality practical activities, material and moral stimulation. All these actions should complicate the daily educational practice, first of all, in terms of content, as well as in form, and ultimately should be reflected in the moral education, knowledge and level of students. In order to fulfill this task, it is important to analyze the current situation in the teaching of each subject and identify the achievements and shortcomings.

In our opinion, there are two reasons for the unsatisfactory state of educational and other educational activities in today's continuous education system, objective and subjective reasons, one of which causes the deepening of the other. Objective factors are more related to institutions and directive documents that organize the content of education than to the personality of the teacher. We mean, first of all, standards, programs, textbooks and methodological and training manuals. During the years of independence, DTS and educational programs on literature were developed and improved several times, several generations of textbooks were published. These documents, compared to the Shura period, have changed and improved, not revolutionary. They were created not on the basis of predetermined artificial patterns, but on the basis of national and universal values, achievements achieved in the world education system, based on new pedagogical thinking. The works selected for study were selected according to aspects such as meeting the requirements of high artistic criteria, developing the artistic taste of the students, forming their spiritual world, forming high moral qualities in them, and matching the age characteristics of the children. When these state documents, didactic and methodical materials were announced and published, reactions were expressed in the press, mostly opinions were expressed about their achievements and qualities.

We express our opinions about the gaps that need to be filled in the standards and programs, the defects and shortcomings that need to be eliminated in the textbooks and manuals, and many of the problems that await the solution are related to them. In fact, based on the thesis of "main artistic features of the studied work" contained in the requirements for students' knowledge, skills and abilities in the standard, the mentioned theoretical information should be included in the program and the textbook.

The next thoughts are about the questions and assignments in the textbooks. In some of the textbooks created at the beginning of the last decade, questions and assignments were not given after the topics, recommended texts for study. In our opinion, the reason for this is the speedy creation of textbooks based on new requirements, and the fact that each teacher independently prepares questions and assignments based on his understanding, class knowledge, level, and age characteristics of the students. In the experience, it became known that literature teachers who received education during the Shura period could not independently analyze the works in these textbooks, and did not know how to organize lessons for the study of the presented works. Then it became clear that after each topic and text, questions and tasks aimed at revealing its essence should be given. A well-defined and purposeful question and assignments will improve the effectiveness of the lesson, while questions that only require the recording of facts will lead to a low level of training. In practice, according to the essence of questions and tasks a) factual; b) is divided into two types, such as conceptual.

Factual questions mainly aim to retell the facts that are available in the textbook or that the teacher has told. In classes where such questions are a priority, the student does not think, does not search on the text. Because their answers are given in the textbook itself, only if someone reads it and finds it. Often in practice, when students are given homework to find the answers to the questions in the textbook, they put these question numbers on the edge of the textbook pages in the places where the answers are stated. The saddest thing is that sometimes the teachers themselves show how to do homework in this way. At first glance, it is convenient for everyone: the child does not struggle, does not strain, prepares the lesson in an instant.

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