



## THE SOCIO-PEDAGOGICAL NECESSITY OF PREPARING FUTURE PEDAGOGUES FOR PROFESSIONAL ACTIVITY

Journal Website:  
<https://masterjournals.com/index.php/crjp>

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Submission Date: November 09, 2024, Accepted Date: November 14, 2024,

Published Date: November 19, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-11-23>

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### ABSTRACT

In the article, the theoretical-methodological foundations of the development of accountability skills in the professional activity of future pedagogues, the system of development of accountability skills in preparing future pedagogues for professional activity based on independent education, in the preparation of future pedagogues for professional activity based on independent education The effectiveness of developing accountability skills has been studied. Pedagogical bases and priorities for developing accountability skills in preparing future pedagogues for professional activities were also analyzed.

### KEYWORDS

Future pedagogue, technology, competence, improvement, pedagogical, technological, model, didactic, form, method, tool, assessment, creative thinking, professional activity, independent education, accountability skills.

### INTRODUCTION

Today, preparing future teachers for professional activities and, based on this, improving the quality of education remain among the most pressing educational challenges. Modern education, which reinforces the principle of individuality and humanism, adds a new dimension to pedagogical activities by creating conditions to enhance and realize the

personal development of the educational process participants—students and teachers. In such an environment, professional interest becomes a core, systematic component of a teacher’s motivational field, and professional activity gains a new meaning as a domain of personal self-awareness.

### METHODS



The issues related to the development of professional-pedagogical training for future teachers have been explored to some extent by scholars such as O.A. Abdullina, L.V. Andropova, Y.K. Babanskiy, V.P. Bepalko, S.Y. Batishev, YE.M. Borisova, I.V. Grishina, E.F. Zeyer, I.A. Zimnyaya, V.A. Kan-Kalik, Ch. Crook, K. Daphne, L. Galliani, E.C. Jansen, M. Nentwich, A. Pritchard, W. Richardson, R.X. Djurayev, A.R. Khodjabayev, U.I. Inoyatov, N.A. Muslimov, Sh. Qurbonov, Q.T. Olimov, E.O. Turdiqulov, M.B. O'razova, J.A. Hamidov, Z.K. Ismailova, X.F. Rashidov, O'.Q. Tolipov, Sh.S. Sharipov, D.O. Khimmataliyev, O.E. To'raqulov, B.A. Nazarova, B.S. Nuridinov, and others.

Additionally, researchers such as A.A. Abduqodirov, M.M. Aripov, U.Sh. Begimqulov, R.H. Jo'rayev, F.I. Zakirova, R.D. Shodiyev, N.I. Taylaqov, and U.M. Mirsanov have examined methods for utilizing electronic resources in organizing independent learning and the challenges of implementing distance learning technologies.

## RESULTS AND DISCUSSION

In the process of globalization, training future teachers involves educating individuals in a comprehensive manner, fostering qualities of excellence and expertise as qualified specialists. The fast-paced nature of the current era requires equipping students with concise and essential information and creating the necessary conditions for them to thoroughly master different aspects of various subjects.

In modernized education, the aim is to use every opportunity within the learning process to foster personal development, socialization, and the ability to think independently, critically, and creatively. Such education, which embodies these qualities, is referred to as learner-centered education.

The Explanatory Dictionary of the Uzbek Language defines “profession” as “a specific field or type of

human labor that requires certain experience and preparation; craft.”

In the dictionary of pedagogical science, the term “profession” is defined as “a type of human activity that enables an individual, through special preparation and work experience, to acquire theoretical knowledge, practical skills, and abilities necessary for carrying out professional work in a specific field, and to ensure physical capability, intellectual ability, and legal rights.”

Various pedagogical scholars have addressed issues related to career choice and the formation of professional activities. For example, Professor J. Hasanboyev focuses on professional activity in the preparation of future specialists and defines professional function as the ability to operate within one’s field and apply acquired knowledge in practice effectively.

In his book, *The Teacher’s Ethics*, Professor M. Ochilov emphasizes the ethical norms and requirements specific to those engaged in a particular field, referring to these as professional ethics. He stresses the need to foster high moral qualities in preparing future teachers for professional activities.

In his research, pedagogical scientist A. Kholiqov describes teaching as a “system of socially valuable qualities that drive human development.” Researcher B.X. Rakhimov, meanwhile, has explored the professional cultural relations of future teachers, viewing these as essential for achieving positive interpersonal interactions that enhance personal development.

G. Boymurodov, another researcher, emphasizes that “the effectiveness of preparing for the teaching profession lies in mastering subjects deeply and being able to see practical results.” Studies by these scholars



reveal that preparing future specialists for professional activities is a complex, multifaceted process.

Pedagogical scientist N.M. Egamberdiyeva, in her research, underscores the necessity of “professional maturity” for every specialist, describing it as a holistic system encompassing “pedagogical culture, creativity, pedagogical insight, pedagogical knowledge, individual activity, humanitarian orientation, and social engagement.”

Professor N. Muslimov, in his doctoral dissertation, outlines thoughts on organizing professional activities, stating that “the presence of professional qualities in a person is reflected in their development as a specialist, which takes place in stages in a sequential manner.”

The issue of improving the professional training of future teachers and studying their success in pedagogical activities has also been explored by many international scholars. For instance, E.F. Zeyer has studied the most complete psychological forms of professional development within the process of self-management in a modern social and economic context, viewing professional training as a central component of professional activity structure.

M.I. Lukyanova understands professional preparation as developing high-level professional skills based on a teacher’s psychological-pedagogical potential and the ability to establish effective relationships with students.

According to the Pedagogical Encyclopedia, independence is defined as an essential quality of an individual, characterized by two aspects: first, the accumulation of knowledge, skills, and abilities; and second, the individual's influence on objects, phenomena, and processes, as well as relationships with others. In his research, S.Y. Akhmadaliev notes the lack of a definitive view on professional independence in pedagogy.

Research indicates that S.Y. Batishev suggests that students develop their professional independence by planning work sequences, seeking methods to achieve goals, organizing their work scientifically with modern tools, and solving challenges independently.

G.I. Ajikin defines “professional independence” as “the ability of a future specialist to adapt to modern working conditions with deep and comprehensive knowledge, skills, and technical thinking in their field, predict current and future challenges, accurately assess requirements and conditions, and find optimal solutions.”

Several scholars, including N.V. Kuzmina, K.K. Platonov, and V.A. Slastyonin, have emphasized that every person should carry out their work under the guidance of independent thought. From the perspective of professional stability, future teachers’ independence begins in the early stages of professional-pedagogical activities.

## CONCLUSION

Observations and experiments conducted during this research reveal that pedagogical skills are relatively underdeveloped among students in the initial stages. No unified system of professional-pedagogical freedom exists in the theory and practice aimed at fostering the professional stability of future teachers. Thus, there is a clear need to develop a methodology that enables the formation of professional-pedagogical independence in future teachers. This methodology should aim to equip future teachers with comprehensive knowledge, stage-wise pedagogical methods, an inclination toward independent learning, and the psychology of being stable and competitive professionals.

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