

Concepts of Professional Development of Future Teachers in Developed Countries

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Abstract

This article provides information on the formation of necessary skills for future teachers. Effective methods in developed countries, development competencies are explained. Professional competence is important for the teacher and we can call it the main principle of improving the quality of the lesson.

Keywords: pedagogical activity, innovative training, professional skill, professional competence, experiment.

Wide use of the achievements of science and innovation in the world education system, consistent and stable development of all aspects of society and state life are becoming an important factor in building a worthy future of our country. In countries such as Russia, England, South Korea, and Japan, the training of highly qualified, competitive personnel is considered as the main direction of development, ensuring the wide introduction of innovations in the field of education, including modern, interactive and creative teaching methods. This, in turn, is of great importance in the formation of the competences of successful application of theoretical knowledge in pedagogical practice in future teachers, in the introduction of an educational environment that creates conditions for the implementation of their initiatives in pedagogical activity. At the international level, the criteria of professional skills of future teachers, problems of creating an innovative educational environment, educational -special attention is being paid to the issues of improving the qualifications of methodical educational institutions. The introduction of international educational standards is considered an important factor in the development of education. In this case, the research process of scientific research aimed at expanding the content of the pedagogical competence of teachers based on indicators such as the successful application of modern information and pedagogical technologies to the educational process, motivational, cognitive, operative, reflexive and self-assessment issues is important.

The purpose of the formative stage of education is to form professional competencies in future specialists through the use of educational technologies. Functions of the formative stage:

1. Experimental testing of the technology of teaching professional competence in the university educational process.
2. To determine the psychological and pedagogical conditions that help to form professional competencies in the educational process of higher education.

To achieve the goals of this stage, lectures are divided into the most complex topics that require a systematic presentation of the material. The statement is mainly carried out in a problematic spirit. A clear and detailed description of the interdisciplinary connections in the block of professional education allows to determine the level of preparation and mastery of students for each technology module. Seminars are a logical continuation of lectures. They consist of deepening, expanding and detailing the knowledge acquired in lectures and in the course of independent work of students, and checking the effectiveness and quality of their assimilation. The seminar will consist of discussion in groups of the most important and complex issues related to the acquisition of professional skills and mastering the content of the course. Seminars in the spirit of evaluation and discussion are encouraged within the framework of the seminars, which help students to think independently and freely, and to form their personal and spiritual attitude to the issues under consideration. The content of the student's speech, the logic of the answer, the richness of details and evidence, and the ability to explain clearly and simply are evaluated. At the end of the seminar, the productivity of the group and each student's work, their activity was reflected.

Among the professional qualities of teachers in Japan, special emphasis is placed on: the ability to develop trusting, effective relationships, dedication to learning, professionalism, classroom management, student knowledge, subject knowledge, clarity of ideas and content ability, the ability to engage students in learning.

In Finland, teachers are required to have a master's degree, including pedagogy and teaching practice. Teacher education is based on research. In addition to extensive experience in teaching and learning, teacher competence includes social, moral and ethical competence.

An undergraduate community designed to equip America's future teachers with the skills they need to be successful. Some qualities of a good teacher in America include communication, listening, cooperation, flexibility, empathy, and patience. Other characteristics of effective teaching include engaging classroom participation, the value of real-world learning, sharing best practices, and a commitment to lifelong learning.

In recent years, due to democratic changes in economic and social life, the Russian education system has undergone major changes. New approaches are being introduced in schools and they are characterized by decentralization, differentiation and humanization of education. The new educational environment raised the problem of methodological and technological provision of future

teacher training.

Teachers who want to teach in the Swedish public school system must have a bachelor's degree in education and a teaching certificate that proves that the teacher has sufficient knowledge of the Swedish language to teach specific subjects and classes.

One of the most in-demand professions in Canada is teaching. This is true in most, if not all, Canadian provinces. The great thing about being a teacher in Canada is that the salaries are very attractive and at the same time teaching is generally a very respected profession in the country. Canada's language school industry is the latest industry to recognize a chronic teacher shortage.

During the internship, students underwent the following professional training: preparation of methodological literacy for teaching, definition and analysis of didactic goals, tasks, distribution of the structure of the educational structure, appropriate methods, forms and means of training future technical specialists, system assessment, control and correction. Carrying out educational tasks in small groups requires establishing friendly, human relations with each other.

The organization of work in pairs and microgroups (4-5 people) and the assignment of specialists to the activities of each student, the creation of a professional game environment were aimed at developing reflection on their activities and behavior.

We began by collecting exemplary examples of knowledge, skills and abilities that represent the global competence of teachers:

- Understanding one's own cultural identity and its impact on personal qualities and classroom practice
- Knowledge and integration of global dimensions within the subjects taught
- Engaging students in learning about the world and their place in it
- Use authentic global examples, materials and resources to address local, national and humanitarian issues
- Assessing the views of culturally and linguistically diverse students, families, and colleagues and modeling cultural sensitivity
- Create an environment that encourages positive intercultural interaction
- Modeling social responsibility in a local and global context
- To help students find relevant actions to improve local and global conditions
- Assessing students' global competence and providing growth opportunities based on their developmental levels
- Advocacy for global education and social responsibility

Laboratory work is being carried out in higher education. Their content is to watch sessions or video lessons of experienced master teachers, then discuss and analyze them as part of the educational process at the university base.

Independent work under the guidance of the teacher is aimed at increasing the cognitive activity of students in preparing for the lesson, deepening the acquired knowledge, and filling in the gaps.

More emphasis on educational methods and forms such as problem-solving lectures, seminars, analysis of specific pedagogical situations (including the current form of supervision), preparation of scientific projects and their public defense at the stage of formative experimentation was directed.

It should be noted that special attention is paid to practical training. This is related to the need for professional competence to implement the principles of active education (based on the analysis of the material of qualification requirements), which provides training at the level of professional training and skills, which is one of the main features of the formation of practical activity. It should be noted that the development of an academic research project that provides a reasonable approach to the problem of training future specialists and transferring a significant part of "knowledge" to independent work of students helps to solve this problem.

From this we can conclude that conditions are created for the effective realization of personal psychological and intellectual potential within the framework of the formation of professional competence of the future specialist in the field of technology in the process of obtaining higher education. This is also confirmed by the results obtained in the control phase of the experiment.

We can understand the introduction of artificial intelligence into the educational process as one of the important development stages of the 21st century. The important point here is that the analysis process is organized by the communication between the robot or the program.

In the control phase of the experiment, the results of the formation experiment were compared with the results of the recording experiment. At the same time, students used their own assessment and teacher's expert assessment on the formation of professional competence, as well as self-assessment of motivations for learning and the professional scope of their activities.

In short, we paid attention to the issues of integration in technical higher education, integration of pedagogical and psychological theoretical and practical knowledge, interdisciplinary integration, integration of pedagogical and technical knowledge in the diagnostics of professional training, improvement of student qualifications. The dialectical process of forming a membership system aimed at ensuring the comprehensive provision of professional training is internally contradictory and is carried out in the struggle against opposing tendencies such as integration and fragmentation, analysis and synthesis. Continuity is one of the important factors that ensure the integration of teaching in the continuing education system. Membership is the personalized function of the

education system and the provision of integration processes that lead to the integrity of education and its outcomes. The organizational tools used in the formation of comprehensive knowledge and ensuring the continuity of content and form in the educational process play an important role at all stages of the continuous education system. An integral approach to education, in which the purposeful approach to the whole system in educational conditions is expressed, is of great importance in increasing the level of professional training of future specialists.

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