



PEDAGOGICAL FOUNDATIONS OF THE HOLISTIC DEVELOPMENT OF THE PERSONALITY OF THE FUTURE TEACHER IN THE PROCESS OF PROFESSIONAL TRAINING (ON THE EXAMPLE OF COURSES "GENERAL PEDAGOGY")

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Annotation

The article describes the development of the pedagogical foundations of the holistic development of the personality of the future teacher in the process of professional training. Qualitative transformations in all spheres of life of our society, including in the system of education and upbringing, depend on the general cultural and professional level of human development.

Key words: higher school, general pedagogy, teaching staff, specialist, good breeding, high culture, morality, independence, social activity.

The Urgency of the Problem

The democratization of all spheres of social life, fundamental changes taking place in the country's economy, the emergence of new social relations have changed the prevailing ideas about the world and man, about the system of value orientations and raised the issue of radical restructuring in all spheres of society. Naturally, neither the middle, nor the higher levels of education can be independent of the society in which they exist and the members of which they educate.

Higher education is one of the most important components of the lifelong education system. Changes in society have entailed significant shifts in priorities in the higher education structure. Here, the problem of personality development comes to the fore.

Among the main directions of the educational policy of Uzbekistan, the leading and fundamental is the development of education, and in this process - the individual, therefore, - society and, thus, - the country as a whole.

Reforming the education and training system, recognizing it as an authoritative direction of the state policy of the Republic of Uzbekistan, identified specific tasks, including in the field of improving the training of future teachers.

The fundamental and most significant directions of the future development of the educational and upbringing system are defined in the Law of the Republic of Uzbekistan "On Education". Qualitative transformations in all spheres of life of our society, including in the system of education and upbringing, depend on the general cultural and professional level of human development.

The state of modern education is the most important condition for the development of independent Uzbekistan. And in this, the main role is played by young pedagogical personnel who meet the modern requirements of not only a specialized specialist, but also good breeding, high culture, morality, independence, creativity and social activity, which determine the integral development of the individual.



Very important in this aspect is the responsibility of teachers at all levels of education for the personal and professional qualities of young teachers, their improvement. Thus, the teacher of pedagogical universities carries out a social and pedagogical order - this is his main function, a variety of which is, first of all, the training of young personnel with a focus on the integral development of the individual. However, the teacher needs the pedagogy of this process. He needs theoretical and practical pedagogical foundations of directed educational and educational influence on the personality of the future teacher.

The State of the Problem in Theory

The analysis of scientific literature shows that special research has not yet been carried out on the systemic organization of the future teacher's personality, its holistic development, to improve the personality of the future specialist, including in the conditions of the Republic of Uzbekistan. Meanwhile, life actualizes the scientific and practical significance of research in this direction. Scientists are already interested in the socio-psychological study of personality. Scientifically grounded, proven (experimentally) new directions in social and psychological science are emerging. For example, in acmeology, presented in the monograph by A.A. Derkach "Methodological and Applied Foundations of Acmeological Research", in which "the psychosocial approach involves the study of a person who has grown up, educated, living in a certain era, in a certain period, in a specific area, region and etc. Acmeological research can choose as its subject a person: a civil servant or a deviant child, but it is aimed at identifying all real determinations, contradictions, characteristics of this social group, age and social category".

The subject of the monograph is a clearly defined age and social group - students preparing to become teachers of humanitarian academic disciplines: literature, a foreign language. The author argues that it is important in this case to take into account another valuable position of acmeology, namely, that in the study it is always necessary to strictly and carefully consider not only the already named sociological determinants of contradictions arising from the characteristics of the age social group chosen for the study - it is important to see the reality of the development of this particular person, "actually personal mechanisms, driving forces, personality contradictions, its internal reserves and deficits associated with a given social position and belonging ...".

The unity of sociological, psychological and personal approaches to the study and development of an individual, a group, is characteristic of acmeology. It is no coincidence that its name: AKME - (Greek acme) the highest degree of development of the human personality, peak, blossoming power. It is known that this term AKMEISM was introduced into art at the beginning of the twentieth century precisely with the aim of defining the highest flowering of poetry. And this terminological unity of directions in the science of man and in poetry created by people, and for their spiritual, moral improvement, gives us the basis: first, to treat acmeology as the methodological basis of our research; secondly, to see the aesthetic activity of students - future teachers as an important way of their general professional growth and integral development of personality.



Currently, the problem of training teachers in the "school-university-school" system is reflected in the works of VA Slastenin, I.Yu. Tursunov. and others. A number of works of psychologists (Ananiev B.G., Bogoslovsky V.V., Bodalev A.A., Gainutdinov R.Z., Davletshin M.G., Kovalev A.G., Leontiev A.N., Platonov K.K.) is devoted to the psychological foundations of the professional education of the personality. Works close to this study: on the psychological characteristics of the teacher's personality - Kaplanova M., on the psychological aspects of the formation of intellectual activity of students - Kasymova S. universities in the context of lifelong education "(ed. by MG Davletshin, GB Shaumarov, FS Ismagilova). Organizational and pedagogical foundations for improving teacher training are developed by I.Yu. Tursunov. The problem of intensifying the process of preparing a future teacher in pedagogical universities is studied by Abdukadyrov A.A. (22), Yuzlikaev F.R. progressive pedagogical technologies in this process - Far-Berman B.L. the formation of the professional qualities of the future teacher in the process of teaching in universities - Abdullazhanova M.A., general pedagogical training of a teacher in the system of higher pedagogical education - Abdullina O.A.

Unfortunately, in the works of the aforementioned scientists, psychologists and teachers who study the problem of training pedagogical personnel, only the issues of the content of the process, factors of its optimization, the latest pedagogical approaches and methods of professional training of future teachers, as well as psychophysiological and psychological aspects of the upbringing of the personality of the future teacher are solved. However, until now, the problem of pedagogy of the development of the integral personality of a future teacher in the process of professional training in the conditions of the Republic of Uzbekistan has not been posed or studied, despite the fact that in the National Model for Personnel Training, the most important component is personality as the main subject. personnel training systems - a manufacturer of educational services, despite the fact that the State Educational Standards clearly emphasize this need - along with high-quality education and high professional training of personnel, especially pedagogical. As a result, the qualitative characteristic of the personality of a young teacher - a novice specialist, suffers, which does not correspond, first of all, to the level of a holistic, comprehensively developed personality, and this negative personality of the teacher affects not only the educational process, but also the formation of a full-fledged personality of the younger generation.

Modern pedagogical science should provide universities with the necessary pedagogical and methodological systems, appropriate methodological guidance for the development of the integral personality of the future teacher in unity with his professional qualities, offer optimal forms, methods, means, methods, techniques and conditions, taking into account the specifics of local conditions, with the support on national and world cultural values.

Purpose of the Research: development of the pedagogical foundations of the integral development of the personality of the future teacher in the process of professional training.

Research Object: personality development of students in the process of professional training.



Subject of Research: the process of holistic development of the personality of the future teacher on the basis of the developed pedagogical principles and system in the professional training of teachers of humanitarian academic disciplines (literature, foreign language).

Research Objectives

1. Study and analysis of the state of the problem in theory and practice.

2. Determination of the psychological aspects of problem solving.

Development:

3. pedagogical foundations and systems of holistic development of the personality of the future teacher of the humanitarian profile in the process of professional training;

4. pedagogical technologies and methodological tools that optimize the process under study.

5. The process of holistic development of the personality of the future teacher of the specified profile (on the examples of courses "General Pedagogy", elective "Personality of the teacher", adequate extracurricular work and teaching practice).

6. Development of recommendations for the holistic development of the personality of a future teacher of a humanitarian profile in the process of professional training.

Research Methods: historiographic, theoretical analysis, comparative-comparative, retrospective, diagnostic, observational (observation - direct-indirect), experimental-empirical (ascertaining and forming experiment), praximetric (analysis of students' activity products), modeling, design, generalization (advanced experience, results of experimental work).

Study of: relevant methodological and regulatory materials, guidelines for improving the training of teaching staff, teaching activities in the field of education; pedagogical views of Eastern thinkers; folk pedagogy, methodological literature, sociological sources, philosophical and psychological works, scientific and pedagogical research on the problem of educating future personnel, in particular, pedagogical; works - on the psychology of personality development, her professional self-determination.

Theoretical analysis: research problems based on the study of the above materials. Study, analysis and generalization: the state of the problem in theory and practice; advanced teaching experience. Observations, conversations, questionnaires, testing (situational, projective, creative - to identify the abilities of the student's personality in the pedagogical sphere); personal questionnaires (for the study and assessment of individual qualities, properties and manifestations of personality); interviews and interviews (with the involvement of curators, teachers and students). The scale of attitudes (for measuring the personal qualities of future teachers). Scaling (when the results of observation, survey, testing are transformed from qualitative characteristics into quantitative ones). Projective method (according to G.A. Murray).

The theoretical Significance of the Research in: development - criteria for the holistic development of the personality of the future teacher; parameters of intersubject and extracurricular



communication, educational work and pedagogical practice, their correlation with the aim of the holistic development of the personality of the future teacher; adjustment - the development of such pedagogical categories as: the pedagogical process, the main links and pedagogical functions, the theoretical foundations of its organization; pedagogical principles and factors of organization and construction of a system of practical problem solving; pedagogical system - phased, its components; requirements for the content of the process of integral development of the personality of the future teacher in the process of professional training; extracurricular activities and extracurricular educational work with students, teaching practice; a modern teacher, teacher of a pedagogical university; to assignments and independent intellectual and creative work of students; requirements for them; system of methods, techniques and means, requirements for them.

Scientific Novelty of Research in the Formulation, a new point of view and an original approach to solving the problem; the idea of interdisciplinary, extracurricular communication, educational work and pedagogical practice for the holistic development of the personality of future teachers; appropriate adjustments and additions to the programs "General Pedagogy", planning of educational work and pedagogical practice of students; the content and stage-by-stage of the integral development of their personality in the process of professional training of the future teacher; scientifically grounded factors and conditions that optimize this process, in its new pedagogical technology; selection of the optimal content, determination of the most effective forms, methods, techniques and means, methodological tools. In the scientific substantiation: the content of the optional course ("Personality of the teacher") with the identification of its potential in the holistic development of the personality of the future teacher; interdisciplinary communications ("General pedagogy"), as well as educational and extracurricular educational work (in the process of studying these subjects, an optional course, conducting adequate extracurricular activities) and educational and practical activities of students (in the process of learning, social work and teaching practice), in identifying and scientifically substantiating the possibility of these parameters of the relationship in the holistic development of the personality of the future teacher; in the topic of educational seminar and independent work of students, topics and variability of assignments. In scientifically grounded recommendations for the holistic development of the personality of a future specialist in the field of education.

CONCLUSION

1. The research has shown that conceptual in achieving the goal of the problem is: methodological basis; an integrated and systemic pedagogical approach - solving a problem in the pedagogical system; accounting (according to certain parameters) of interdisciplinary communication of courses "General Pedagogy" optional ("Personality of the teacher"), extracurricular educational work and pedagogical practice (with adjustments and additions of programs, plans, emphasizing the personal factor of the future teacher); a reference point in the Law of the Republic of Uzbekistan "On Education" and the ideas of the great thinkers of the East, on folk pedagogy, new pedagogical thinking; appeal to national and universal values, primarily artistic and aesthetic; the principle of the unity of the development of



personal and professional qualities, properties and abilities of the future teacher (in accordance with the developed criteria that meet the requirements for a modern teacher), ensuring successful pedagogical activity; at the same time - an emphasis on intellectual and creative professional self-expression based on interest and ability and professional self-improvement, actualization and socialization of personal and professional achievements in social activities, in primary functional pedagogical practice and socio-pedagogical activity (at school), with preliminary pedagogical orientation in pedagogical society.

2. The studied pedagogical foundations, new pedagogical technologies, innovative approaches and methodological techniques are an important factor in solving the problem of the integral development of the personality of a future teacher, however, psychological aspects in this process also play a certain role.

3. The positive results of the holistic development of the personality of the future teacher were achieved by the priority of such factors as methodological and pedagogical, goal-setting, structural-systemic, educational-content, organizational-pedagogical, procedural-pedagogical, methodological, socio-pedagogical and effective-final, as well as - strengthening the educational, teaching, developing, upbringing and practical aspects of professional training of students, enhancing cognitive interest, especially in the process of intellectual and creative and socio-pedagogical activities.

4. The totality of the research results correlates with the goal and objectives, which confirms its completeness. Completion of the research is achieved by a systemic and dialectical approach to its empirical part, as well as by internal unity in the dissertation work.

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