

METHODS THAT IMPROVE THE PEDAGOGICAL SKILLS OF A FUTURE
TEACHER

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Abstract. Preparing future teachers for collaborative pedagogical activities is one of the pressing tasks of the modern education system. Developing teamwork skills, applying cooperative learning methods, and solving problems together contribute to enhancing teachers' professional competence. This discusses the concept of collaborative pedagogical activity, the mechanisms for its formation, and the methods used in the process of preparing future teachers for practice.

Keywords: pedagogical collaboration, collective activity, teacher's professional competence, interactive methods, pedagogical training, improving the quality of education.

BO'LAJAK O'QITUVCHINING PEDAGOGIK MAHORATINI OSHIRUVCHI
METODLAR

Annotatsiya. Ushbu tadqiqotda hamkorlikdagi pedagogik faoliyat tushunchasi, uni shakllantirish mexanizmlari hamda bo'lajak pedagoglarni amaliyotga tayyorlash jarayonida qo'llaniladigan metodlar yoritiladi. Bo'lajak o'qituvchilarni hamkorlikdagi pedagogik faoliyatga tayyorlash – zamonaviy ta'lim tizimining dolzarb vazifalaridan biridir. Jamoaviy ishlash, kooperativ ta'lim metodlarini qo'llash va muammolarni birgalikda hal qilish ko'nikmalarini shakllantirish o'qituvchilarning kasbiy kompetensiyasini oshirishga xizmat qiladi.

Kalit so'zlar: pedagogik hamkorlik, jamoaviy faoliyat, o'qituvchining kasbiy kompetensiyasi, interfaol metodlar, pedagogik tayyorgarlik, ta'lim sifatini oshirish.

Аннотация: Подготовка будущих учителей к совместной педагогической деятельности — одна из актуальных задач современной системы образования. Формирование навыков командной работы, применение кооперативных методов обучения и совместное решение проблем способствует повышению профессиональной компетенции учителей. В данной рассматриваются понятие совместной педагогической деятельности, механизмы её формирования, а также методы, используемые в процессе подготовки будущих педагогов к практике.

Ключевые слова: педагогическое сотрудничество, коллективная деятельность, профессиональная компетенция учителя, интерактивные методы, педагогическая подготовка, повышение качества образования.

Introduction

The modern education system requires a teacher not only to carry out independent pedagogical activities, but also to work within the framework of collective cooperation. Collaborative pedagogical activities are an important factor for teachers to exchange experience, improve their knowledge and organize the educational process qualitatively.

Therefore, the development of effective mechanisms for preparing future teachers studying in the field of pedagogy for collaborative pedagogical activities is of great scientific and practical importance. Within the framework of the modern educational paradigm, the teacher's preparation for collaborative work is becoming an integral part of the educational process. In particular, through interactive teaching methods, team training and cooperative learning methods, future teachers are formed with the ability to think creatively, develop a culture of communication and work in a team.

This manual provides methodological recommendations on the mastery of modern pedagogical technologies, their role in professional development, and the effective organization of collective activity. According to the authors, the success of pedagogical collaboration depends on the interactivity of the educational process and the effective use of collaborative methods. Rakhmankulov's work "General Pedagogy" extensively covers the issue of introducing collaborative teaching methods, paying special attention to the development of the teacher's pedagogical competencies and methods of establishing mutual dialogue in the educational process. In his opinion, if the teacher organizes his lessons on the basis of a collaborative environment, this will have a positive effect on the critical and creative thinking of students.

Collaborative activities serve to exchange experiences of teachers, develop innovative approaches, and increase the interactivity of the educational process. The development of pedagogical cooperation, in their opinion, helps to strengthen the atmosphere of trust between teachers and students, and to implement innovative approaches in the educational process. The conclusion from the above scientific works is that preparing future teachers for pedagogical cooperation is one of the main tasks of the modern education system. The teacher should develop not only as an independent educator, but also as a specialist who effectively cooperates with other participants in the educational process.

The issue of preparing future teachers for collaborative pedagogical activities serves not only to increase the effectiveness of the teaching process, but also to the professional development of teachers. The modern education system requires the teacher, in addition to providing individual education, to create the necessary environment for teamwork, collaborative problem solving, and the development of creative and critical thinking of students.

One of the important aspects of pedagogical cooperation is that it includes not only mutual cooperation between teachers, but also the establishment of effective communication with all participants in the educational process, including students, parents, and educational

institutions. Such a multifaceted model of cooperation not only strengthens the professional training of the teacher, but also serves to form positive social relations between participants in the educational process. In addition, collaborative pedagogical activities are based on the widespread use of interactive methods in the educational process. Therefore, it is necessary to provide future teachers with special training in mastering such methods as organizing a team lesson, project-based learning, problem-based learning, and discussion methods. These methods increase the effectiveness of the educational process, enhance the activity of students, and develop their independent learning skills. The mentoring system also plays a significant role in the development of collaborative pedagogical activities. New teachers should have the opportunity to improve their professional skills based on the methodological support and guidance of experienced teachers. The mentoring system has a significant impact on the rapid adaptation of young teachers to the educational process, increasing their psychological readiness, and achieving professional maturity. Another important area of cooperation is the interdisciplinary education system of pedagogical skills and psychological potential. Teachers should work together with specialists from different disciplines, integrate educational programs and collaborate in the process of creating new knowledge. Interdisciplinary cooperation helps students to master knowledge in different areas in a coherent manner, and develop their ability to think systematically. By integrating cooperative learning approaches into the educational process, teachers' teamwork skills can be developed. It is recommended to create special platforms aimed at adapting teachers to pedagogical innovations and increasing their professional training. Pedagogical cooperation plays an important role not only in the professional skills of the teacher, but also in the development of students' collaborative and critical thinking skills.

Conclusion

Preparing future teachers for collaborative pedagogical activities is of great importance in improving the quality and effectiveness of education. Pedagogical cooperation forms a culture of teamwork and serves to develop the professional skills, pedagogical skills and psychological potential of teachers.

The results show that preparing future teachers for collaborative activities requires a systematic approach. Classes organized on the basis of interactive methods and cooperative learning serve as an important factor in increasing the professional competence of teachers.

It is necessary to include collaborative teaching methods in pedagogical education programs. It is necessary to provide practical knowledge on pedagogical cooperation through the organization of special seminars and trainings for teachers.

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