



**THE ROLE OF EDUCATION OF PEDAGOGICAL RESILIENCE IN
STUDENTS – FUTURE TEACHERS**

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ABSTRACT

The article describes trends in the development of education in the Republic of Uzbekistan, prospects and opportunities for the scientific and intellectual potential of the younger generation, and the introduction of modern technologies into the educational process. The key concept of the article is educational resilience – as a tool for the effectiveness of modern cognitive approaches in increasing educational performance.

KEYWORDS

Education system,
harmoniously developed
youth, modernization,
professional activity,
pedagogical resilience,
cognitive approaches.

Introduction

Over the 33-year history of independence of the Republic of Uzbekistan, the fundamental reforms carried out in the field of education primarily favor positive changes in consciousness and thinking, and contribute to increased spirituality. Raising a comprehensively developed generation with high spirituality, an independent position, striving to master modern knowledge and technology is clear evidence that in the republic, issues of youth education are one of the priority areas of state policy.

In 2019, by decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, the “Concept for the development of the public education system of the Republic of Uzbekistan until 2030” was approved, which provides for the implementation of the following priority tasks:

- entry of the Republic of Uzbekistan by 2030 into the top 30 leading countries in the world according to the ranking of the PISA International Student Assessment Program;
- qualitative updating of the content of the system of continuous education, as well as training, retraining and advanced training of professional personnel;
- improvement of teaching methods, gradual introduction of the principles of individualization of the educational process;
- introduction of modern information and communication technologies and innovative projects in the field of public education, etc.

Also in January 2023, by Decree of the President of the Republic of Uzbekistan, a plan was announced for introducing new stages of reforms in the public education system within the framework of the UZBEKISTAN 2030 Strategy.

The document places special emphasis on the quality of education by recognizing the role of teachers, enhancing their professional development, modernizing school facilities, and developing new curricula that reflect the best international standards.

The implementation of the assigned tasks in the public education system implies the training of a specialist who would be able not only to organize productive communication with all subjects of the educational process, but would also be able to overcome certain crises in professional activities, confidently move towards the goal, quickly recover from possible pedagogical failures, realistically assess the current situation and the prospects for exiting it with minimal losses. This actualizes the need to develop the pedagogical resilience of future teachers.

At the present stage, the concept of resilience is used in various branches of scientific knowledge – in economics, psychology, psychiatry, in the field of social work, which corresponds to the current trend in the development of interdisciplinary in scientific research.

By focusing on such personality qualities as the ability to carry out social interaction and realize one's role in a team, activity, the ability to build and implement a trajectory of self-development, the ability to apply psychological and pedagogical technologies in professional activities, such a quality of the future teacher as his pedagogical resilience. This approach is closer to the global trend of developing competencies and universal skills (the ability to communicate, negotiate, understand other people, solve problems) than the traditional focus on knowledge and substantive results.

Resilience is the ability of a person (system) to achieve success in difficult conditions, despite the circumstances. Thus, in relation to educational results, resilience is their stability, regardless of the circumstances in which these results are manifested or tested, and the situational factors that influence them.

As a curator of one of the graduate groups of bachelor's degrees in the Russian language in foreign language groups, as well as being the head of teaching practice on the part of the institute, I consider it extremely important to provide methodological support to future teachers in developing the competencies of pedagogical resilience, to teach graduates to adapt to the modern educational environment.

The role of the teacher in improving educational resilience is extremely high. Developing in this direction is the worth.

Studying the experience and research of foreign specialists in the field of introducing modern cognitive approaches into the educational process in increasing educational performance, special attention deserves the development of the module "Resilient Teacher" as part of the course "Methods of Teaching the Russian Language", where it will be possible to conduct trainings on topics with students – future teachers:

"Managing Stress in an Educational Environment," "Developing Emotional Intelligence," "Building Trusting Relationships with Students and Colleagues," and "Innovative Approaches to Learning and Interaction in the Classroom."

Also, as an experiment, you can introduce a "Resilient Diary", where, during professional and teaching practice, students can write down situations of a resilient nature that deserve discussion with a teacher-mentor.

The professional activity of a teacher is associated with crises of various etiologies. In this regard, it is necessary to prepare future teachers to adequately perceive crisis and conflict situations and find ways out of them, that is, a graduate of a pedagogical university must have pedagogical resilience,

allowing him to feel confident and comfortable in the profession and contributing to his professional growth.

The development of pedagogical resilience is a key factor for improving the quality of education in Uzbekistan. The implementation of comprehensive measures aimed at increasing teacher motivation, creating a favorable working environment and ensuring access to necessary resources will create a sustainable education system that can adapt to new challenges and provide quality education.

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