



MODELS OF TEACHING PEDAGOGICAL SUBJECTS IN THE CONDITIONS OF GLOBALIZATION

Norinov Fakhriyot Qurbonovich

Independent Researcher at Karshi State University

ABSTRACT

This article presents an opinion on today's modern models of teaching pedagogical subjects in the conditions of glocalization and their specific capabilities.

Research in modern education suggests new models of vocational education and training. This situation also requires teachers to constantly resort to new approaches in their professional activities.

KEYWORDS

Pedagogy, science, system, global, model, aspects.

Introduction

Among the reforms of the education system in Uzbekistan in teaching pedagogical sciences is the training of pedagogical personnel in accordance with modern requirements. At the same time, targeted measures on “Further development of the field of pedagogical education” have also been defined, which require the continuous development of future pedagogical personnel, innovative teaching curricula, and preparation for the use of digital technologies.

Large-scale research in the field of modern education suggests new models of professional education and training. This situation also requires teachers to constantly resort to new approaches in their professional activities. The concept of “lifelong learning” currently introduced in many countries arose precisely from this need.

What is the content of this process in the context of glocalization?

Glocalization is an educational model that combines global trends and local conditions. That is, the education system simultaneously: uses global standards; adapts to the local environment, culture and needs.

This model of the concept of continuous education has become an important step - an impetus in the development of the field of education. Because the current task of the field of education is not to equip learners with knowledge, skills and abilities that they will keep in their minds and use throughout their lives, but to teach them methods of acquiring knowledge that will help them learn and enrich their experience throughout their lives. Therefore, teachers should have not only pedagogical knowledge, but also the ability to continuously improve their pedagogical knowledge and skills throughout their careers. In addition, the constant change in the content of education and the socio-cultural context requires the teacher to constantly update his knowledge, experience and competence, and to work tirelessly on himself.

This model has taken the lead in the field of pedagogical education in a number of developed countries. Because the content of the teaching profession changes in direct proportion to the development of society. This became the basis for the emergence of the concept of continuous professional development of teachers (Continuous Professional Development - CPD). Along with this concept, fundamental changes are also taking place in the content of the teacher training system. That is, the main task of continuous professional development is to create a favorable environment and conditions for self-improvement and self-development. In this area, the idea of "Mentoring" is implemented, that is, through the use of advice from qualified colleagues and experts in the workplace. This idea is close to the traditionally used concept of "mentor-student".

In order to use the above model in teaching pedagogical disciplines, the following proposals were developed by the European Commission in 2010:

- Introduction of an induction program for teachers during the first three years of their work;
- Receiving advice from experienced colleagues;
- Preparation and discussion of programs in advanced training courses based on the needs of each teacher arising from the tasks of developing the educational sphere in the school where he works;
- Creation of conditions for continuous professional development aimed at developing the competencies acquired in the educational process;
- Availability of opportunities for continuous professional development. The diversity of educational materials and the basic competencies that a teacher must master pose the task of continuous, continuous professional development for pedagogical professionalism. In order to implement this task, attention is paid to "learning by doing", that is, improving one's skills in a professional setting, in a real teaching environment.

Currently, in the USA, pedagogical disciplines are being linked with practice in teaching. In this case, future teachers are mainly educated in schools. That is, in addition to receiving pedagogical knowledge, they observe the educational process in schools, assist teachers, and undergo internships. Also, in several states of the USA, a system of professional development schools for teachers and inter-school courses for teachers operate. To work in public schools, teachers take these courses, pass special exams, and receive a license to practice. In addition, a newly hired teacher works for some time under the supervision of qualified colleagues. After passing all the tests, he is allowed to work independently.

In addition, teachers can also obtain a nationwide license valid in all states of the USA. Such licenses are issued by the National Board for Professional Teaching Standards. Holders of this license receive high salaries and benefits. However, these licenses are not permanent, and in order to renew them, it is necessary to continue improving their skills and pass the appropriate exams.

In the UK, the main focus is on attracting specialists from various sectors of the economy to train teachers in the field of undergraduate and postgraduate education. This allows you to connect the field of education with life and effectively use various pedagogical experiences. The government pays great attention to the system of training and advanced training of specialists in the field of education. Teachers and schools are given great opportunities and benefits for using the materials of the National Education Portal. In turn, this requires teachers to have in-depth knowledge of ICT and be armed with appropriate ICT tools. In particular, the main idea of the Curriculum Online project ("National Education Standard - Online") also involves providing all teachers with the opportunity to receive school programs and educational materials via the Internet.

The BBC Digital Curriculum for independent learning and the state programs “Continuing Professional Development” (CPD) are also aimed at developing the education sector.

The need for teaching staff in Britain is very high. This need is being met in the following three stages: Stage 1: School Centered Initial Teacher Training, implemented by the School-based teacher education consortiums, which has been operating since 1994. This tends to train teachers with secondary specialized education. The next stage is carried out in the educational process at universities. In addition, one-year training courses train qualified educational organizers and administrators. The Employment-Based Routes program has been developed for specialists over 24 years of age who want to receive education without leaving their pedagogical activity. This program involves preparing specialists with a solid foundation for pedagogical activity.

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