



MODERN TRENDS OF PEDAGOGICAL EDUCATION

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ABSTRACT

This article discusses the tendencies of pedagogical education, considers the problems of higher pedagogical institution in the conditions of modernization of modern education and introduction of innovations.

KEYWORDS

modernization of education, trend, human capital, teaching staff, culture of the teacher.

INTRODUCTION

In modern teacher education, as well as in vocational education in general, integrative trends of internationalization, globalization, Europeanization, professional development education are manifested.

The internationalization of higher professional pedagogical education refers to both intranational and international relations in education associated with integration processes. International cooperation of universities is united by the solution of the problem of quality, which is important for the life force of education. As a result of growing integration processes, a single world educational space is being formed. Universities, regardless of which of the mega education systems they are part of (the Bologna process, the American, British, Pacific Rim) need to solve their financial problems, and students need to deal with issues related to obtaining a better education, generally recognized diplomas, giving the right to subsequent decent employment and alignment careers [2].

MATERIALS AND METHODS

It is known that modern higher pedagogical education involves the study by students of a large number of different academic disciplines, each of which has its own sign system of information, due to the corresponding basic science. Considering that the student age is sensitive enough not only to receive new information, but also to develop the spiritual, intellectual, bodily functions of the body (B.G. Ananiev), educational technologies can be very effective. So practice has shown the productivity of the educational process with a special focus on the intellectual functions of learning [3, p. 390]. These functions can be represented, for example, by the following series of dichotomous pairs: analysis - synthesis, concretization - abstraction, comparison - comparison, coding - decoding, generalization - classification (L.S. Vygotsky, A.R. Luria, V.V. Davydov, L.B. Itelson).

RESULTS AND DISCUSSION

However, the correspondence of the training of graduates of the system of higher pedagogical education to the modern perspective needs of society faces numerous problems. The totality of these problems can be represented by the following clusters.

I. Axiological problems:

- Students of pedagogical universities are not motivated to master the subject position in relation to future educational activities, to the educational process of the university (active understanding of the problems that arise in the educational activities of the university; participation in the initiation and design of systemic changes in the university; quality management of their own activities; participation in the quality management of activities university, etc.);
- there is no axiologically oriented system;
- pedagogical support for processes that ensure the quality of training of future teachers and the continuous professional development of their mentors - university teachers;
- a significant part of students perceive the university not as a necessary stage in the development of their research and teaching competencies, but as a place useful for further career growth not related to scientific or teaching activities.

II. System problems:

- in the field of research and innovation activities of universities, situational management of the traditional type is implemented (at the same time, not only students, but also teachers, as a rule, are doomed to the role of performers, and not subjects of the process);
- insufficient focus of education on the needs of the post-industrial economy and society of the 21st century;
- there is no objective, transparent and understandable system for all subjects to recognize the results of education in each module;
- Universities do not form and implement a unified program that systematically supports research, starting with students and ending with a few years after defending a Ph.D. thesis.

III. Psychological problems [4]:

- most teachers do not realize the need to move from the position of a transmitter, reproductively reproducing existing knowledge, ideas, values and meanings, to the position of a source of new knowledge, ideas, values and meanings for the future teacher;
- pupils and students do not have a decent “package of competencies” (social, professional, creative);
- “finalistic” thinking of students is widespread.

IV. Organizational problems:

- there is no mechanism for making mutual obligations of the university, teachers, students and monitoring how they are observed;
- imperfection of educational programs and technologies, inadequacy of their actual needs, there is no continuity of educational programs of universities;
- the level of training of university graduates who join the ranks of graduate students is declining.

Below are the best of the modern trends of pedagogical education:

1. Ground Up Diversity

The late Sir Ken Robinson campaigned for changing education through talks, writing, advising, and teaching. He believes education must change because it's a stale environment in which most students don't really learn what they should or want to learn. How that happens makes all the difference—from the ground up. People, students, and teachers create the change, not the administrators or the executives.

2. Social Networking

With social networking growing to the point that Technorati last tracked about 70 million updated blogs, using social networking to teach any subject and catapult students into a realm other than stagnant learning means blending the traditional education with modern communication. Many educators believe this is the route to engaging students in learning all the basic skills they need.

3. Competency-Based Learning

Competency-based learning is an approach to education that focuses on the student's demonstration of desired learning outcomes.

4. Underground Education

According to John Taylor Gatto, teachers should choose the real world over the classroom. Students don't learn to live or survive in a classroom. They learn to survive in the real world so the concept of underground education challenges educators in any walk of life to give students the tools with which to live and breathe in the world around them. If the lesson must be taught, then teach it thinking of who they might become.

5. Navdanya

Dr. Vadana Shiva's mission lives and breathes in Navdanya, an organization that promotes self-reliance and earth democracy. The leaders of the organization are women who find strength in women's movements and give women a voice. Earth democracy developed from the idea of seed saving helping local communities become self-reliant.

6. Self-Directed Learning

Read here for more on Self-Directed Learning.

7. Social Status

Even more significant to learning than being an asset, social status plays an underlying role in the education of a small or large group of people whether it's an entire country's agenda or certain sections or communities within that country. In other words, if that community puts importance on education as a social benefit, students and people in that community will strive to achieve it in order to raise their status in the community.

CONCLUSION

Thus, the logic of the connection between the integrative trends of globalization, internationalization and Europeanization dictates to universities the need to revise and adjust educational programs and

develop new strategies and tactics in education, on which the effective functioning of national education systems and their rational, carried out in the national interests, inclusion into the global educational system.

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