

# **PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF FUTURE TEACHERS**

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**Abstract.** This article highlights the issues of the development of methodological competencies of future teachers in the higher education system, pedagogical and psychological features of the development of methodological competencies of future teachers, examples of psychological and pedagogical methods, suggestions and recommendations on the problem of the development of methodological competencies of future teachers.

**Keywords:** continuing education, methodological competence, pedagogical and psychological education, technology, personal qualities, innovations, psychodiagnostics, preventive care.

Currently, the implementation of the formation of methodological qualifications of specialists necessary for the development of psychological and pedagogical systems is carried out on the basis of several stages:

- conceptual justification of methodological competence;
- support of development programs from the psychological and pedagogical state;
- design of methodological competence psychotechnology.

In the development of the concept of teaching science, the principles of teaching science it is necessary to systematically formulate methodological competence [1]. Thus, the touch of the first of them can be changes in the research approach: the normal development of the subject, which makes it possible to assess the manifestation of the psyche, consists in the development of perspective for the

study of phenomena, individualization of this process, identification of possibilities. Therefore, it is constantly studied from the possibilities of changing the topic.

The second principle is characterized by the use of modern methods. Support to influence the teaching system, awaken desires and provide information, take advantage of equal opportunities in decision-making.

The fundamentals of teaching science, aimed at the third conceptual stage, are determined for the development of its tools and methods. Laws and mechanisms related to science can serve as the basis for this. The formation of a person, the technologies of his self-development are used in a specially organized educational setting.

The basis of the psychological and pedagogical method is a personal and problematic approach to the formation of methodological skills, support for a particular person and his environment based on the internal potential of each, as well as ownership of the most typical permissive methods during the educational process, the problems faced by a person will depend on professional development. The main areas for this are psychological pedagogical support, which includes: - psychological prevention of problems; - the study of developing psychodiagnostics, psychological counseling, psychological correction, psychotherapy, pedagogical education[3].

Psychological preventive care recommendations have been developed for the full socio-professional development of personality, possible personal and interpersonal conflicts and warning of crises, including self-awareness taking into account social formation, improving the conditions of economic relations.

The attitude of a competent teacher to crisis phenomena is the main task, as well as the essence of the creation of conditions and psychoprophylaxis:: - situations for psychological and pedagogical technologies, prevention of psychological stress factors and conditions that call for injuries; - psychological stimulation.

Developing psychodiagnostics consists of: - diagnosis of personal psychological characteristics; - psychological knowledge, as well as the expansion of psychological competencies interpretation of results and reports; -the teacher of

Science, the existing ones of pedagogical and psychological characteristics are updated.

Also, the indicators of personal diagnostics are considered subjective significance for an experienced teacher, diagnostic features assigned to explanatory objects are minor. Psychological knowledge is not so much assigned, occurs as a self-complete formation, this factor self-awareness of the psychological potential of the teacher.

Psychological counseling is the presentation of self-knowledge of the individual, helping to form self-esteem and adapt to reality living conditions and value-a motivational field, overcoming crisis situations, achieving professional development and emotional stability, contributing to continuous personal professional growth and self-development. and psychological counseling as a means of rehabilitation is universal, since it includes the elements of psychodiagnostics and psychocorrection and psychotherapy, so it can be successfully applied to different stages of development. The main goal of psychological counseling is the formation of an individual, having perspectives with emotion, acting consciously, capable of developing different strategies behavior and analyzing situations from different points of view.

The effectiveness of solving counseling problems is based on the following about empathy in the relationship between the counselor and the client and adequacy in assessing the personality and social environment of the counselor. Basic methodological techniques for counseling include interview, interpretation, instruction, counseling, repetition, and feedback. In this case, in all cases, the consultant works within the framework of the "request" ("topics") client, actively introducing it into the solution related tasks. During the consultation, it is possible that new "requests" ("topics") are being formed, but they must be accepted by the client and come from him and go to them only after the development of the previous one is possible "requests". At the same time, this counseling aid plays the most important role in the plan development professional qualification of the teacher. But

it should be noted that the following will be psychological counseling effective meaningful dialogue only for capable teachers.

Psychological training solves more local problems than other psychological methods of tasks escorts. It is, in a certain sense, an element and psychological counseling, and psychotherapy and psychocorrections. Trainings are generally less intellectually and culturally "demanding" customer levels. Psychological training is a program of psychotherapeutic, psychocorrection and training methods aimed at the development and formation of individual mental functions, skills, skills and characteristics of the individual characteristics or social environment weakened by the disease, but necessary for the successful self-awareness of the individual in various forms of activity. Depending on the goals, different types are distinguished trainings. Among them, we highlight such things as training self-management (re-contact with the autotre), communicative training (behavior, social psychological), training. All types of trainings are held depending on the situation or "requests". At the same time, the cycles of training sessions the rule should be long enough (a few months before) and systematic.

Psychological correction, first of all, to create optimal opportunities and conditions for correcting deviations in mental development to develop personal and intellectual potential human and, secondly, to prevent unwanted personal and intellectual negative tendencies to develop. Psychocorrection is a simple, but not enough for a less developed or successful activity that is mainly directed towards manifestation of the psyche.

The work of psychocorrection is close to its kind psychotherapeutic, but its priorities are not only in the pathological sphere, but also "ordinary" psychological manifestations. In a certain sense, the line between psychocorrection and psychotherapy is very subtle and conditional, for example, between norm and pathology.

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psychotherapy is very subtle and conditional, for example, between norm and pathology. It is a conditional opportunity to widely use the adoption of psychotherapeutic work practice in psychocorrection. Psychotherapy is a system of therapeutic effects in the psyche and psyche-human, mental, nervous and complex treatment throughout the body and behavior psychosomatic disorders, there are decisive tasks to alleviate or eliminate symptoms (clinically oriented psychotherapy) and change the social environment and attitudes towards individuals (personality-oriented psychotherapy).

Currently, there are many directions and methodological reception (technical) psychotherapy. Rational psychotherapy is distinguished, psychosynthesis, Gestalt therapy, programming, positive neurolinguistic and behavioral psychotherapy, among others. specific methodological methods can be addressed to the proposal (different forms of proposal), arttherapy (treatment with creativity), aesthetic therapy (influence of non-verbal artistic forms), bibliotherapy and therapy of literary creativity, among others. From this point of view, it should be noted which method, which does not matter which technique uses psychotherapist process in escorts, then how effectively it is to solve related problems. The use of the most rational methods in working with teachers is play therapy, psychodrama, art therapy (music therapy), dance therapy, etc.).

Pedagogical education and education. The given direction requires the organization of work with parents children as participants in the educational process. Working with parents is considered as the most important problem solved by the psychological and pedagogical support system traditional forms of counseling and education, so that the escort system is sufficiently new for the joint (parents and children) workshop-on the development of communication, cooperative skills in the form of trainings, conflict resolution that allows you to overcome the lack of knowledge in

Pedagogical education and education are also necessary for teachers. Teachers must have individual psychological characteristics ready to work with different children. Given that pedagogical activity implies a great burden both intellectually

and emotionally, significant changes modernization of the educational system, the teacher is often on the verge of work "for wear".

Therefore, preventive measures are necessary-important conditions for the organization to work in this direction: the organization of special clubs, where teachers receive the necessary emotional and professional assistance; the organization necessary special recreational activities for teachers; creating favorable opportunities for implementation outside professional interests (art classes, sports, various "hobbies"); special availability cultural and tourist programs for teachers, implied opportunities regular and inexpensive rest.

At present, pedagogical escorts in the psychological system, together with the above considered types of activity, carry out the following direction, carry out active, creative activities of development involving the educator. In it, in our opinion, the frame is the most optimal professional skill choices. Professional competitions, creative festivals and crafts have a large and diverse history. The main motivation for participating in such competitions is the individual's desire to demonstrate professional superiority for others and to obtain recognition official. Professional pedagogical contests criteria for the winner of the competition in the 20s of the last century, they determined the role of the teacher in society, mobilized him Forces and energy to fight to build a new Socialist School, Marxist knowledge to raise the level, culturally enlightened and economic life of the village to participate. The goal was the activation of teacher personnel in the competition.

Special development pedagogical selection movement is accepted in the 80s of the XX century. The initiative was organized by the teachers ' newspaper Eureka club, which held classes in various cities in order to support innovative teachers. Creative teachers exchanged pedagogical findings, discussed ways to improve the education and upbringing of children. In 1989, the " teachers newspaper "came up with the idea of holding the " teacher of the Year "competition with the" U.S. National Teacher of the Year " competition, which has been held since 1944. The initiative was approved by the country's leadership and the support of many teachers.

The procedure for conducting the competition included two types: the first-materials submitted to the organizing committee of the competition of the correspondence competition of the participants of the final; the second-competition competitions of teachers. The main form is a competition lesson in schools, published two hours before the topic is held.

As part of the competition, it was also carried out test and conversation on the problems of pedagogy and psychology. The model of the competition is a regulation that can be adopted in the participation of teachers, by the team, by a separate public that will be expanded, faces, those who know pedagogical parent the activities of the applicant for the title of pedagogical "teacher of the year". The conditions in the competition are defined as the possibility of self-representation, since the competition is not held for all regions. The competition gave teachers the opportunity to endure to discuss your creativity. The works accepted into the organizing committee of creative affairs the choice clearly considered the following values: the idea of pedagogical cooperation; the attitude to pedagogical activity as a social and civic mission; the readiness to create humanistic relationships in the life environment child; dialogue as a reaction to mutual understanding and interaction with the student. The motto of the competition is the asceticism of the teacher is the future of the nation". The analysis, which has been developing for more than 20 years, testifies to the practice of the "teacher of the Year " competition on the dynamics of its development, strengthening external attention to public and educational management bodies, chapter administrations, governors, funds of public information, commercial structures, etc. the basis for the concept was to identify the prospects for the development of the selection movement of education policy makers on setting priorities and measures at the present stage to carry out its general, strategic direction in the medium term period-modernization of Education".

Because,"a developing society needs modern educated, ethical, enterprising people, who can independently decide the situations of choice capable of cooperation different mobility, dynamism, constructivism, ready intercultural interaction, the fate of a country with emotion, responsibility for its social Destiny economic well-being".



The task of the competition is to find the teacher masters of the level that you can put in a special mission. Therefore, it was necessary modeling the modern image of the winner of the competition, setting certain parameters for his skill, personality, civic qualities.

Most importantly, the winner of the " teacher of the Year " competition is not only a highly qualified general pedagogical and psychological culture and, first of all, a teacher, a familiar who knows how to work in an innovative mode with the ability to go beyond the limits, to develop the creative activity of students. Teacher of the year is a person with a broad worldview; he is given such qualities as goodwill, tolerance, responsiveness. The special task of the teacher of the year is that he: - this is a kind of Tribune, The "Voice" of an older person Bright, the number of advanced teachers innovative regime and the conduct of new ideas and values in education and in society; - to enter into a dialogue with the specific gift of persuasion and skill not only with children, but also express your opinion on the position of a wide audience (congresses ,forums, conferences), including power structures, television, press (at the regional and federal level); - pedagogical professions with the ability to inspire colleagues self-improvement; - on development, takes responsibility for the development of the teachers ' choice movement, which has become its leader in the region next year; - contributes to the competition program; - takes an active civil position in the protection of teaching interests and rights in its region and at the country level; - speaking in front of teachers who are ready to go to any region (city, village ) ; - knows how to analyze the changes that are taking place, positive trends in the educational system, society, in the world, to summarize it and convey it reliably to the audience.

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