

DEVELOPMENT OF CIVIC POSITIONING IN FUTURE TEACHERS BASED ON PERSONALITY-ORIENTED EDUCATIONAL TECHNOLOGIES

N.M. Akayeva*

*Associate Professor (PHD),
"Fundamentals of Spirituality and Legal Education"
TSPU, UZBEKISTAN
Email id: nodiraakayeva@mail.ru

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ABSTRACT

This article provides extensive coverage of the issues of the development of civic pose in future teachers on the basis of personality-oriented educational technologies, which are now one of the most important issues.

KEYWORDS: *Personality-Oriented Educational Technologies, Future Teachers, Civic Position, Higher Educational Institutions, Spiritual Values, Student, Legal Culture, Youth.*

INTRODUCTION

Since the day of the emergence of the idea of spiritual and moral development of citizens of the Republic of Uzbekistan, including young people, this idea has served as a methodological basis for educational and educational programs. This made the development of a sense of citizenship and pose more relevant in future teachers. In educational and methodological complexes that embody national educational ideas, many national values should be expressed. These values should be embedded in the minds of students and students at all stages of continuing education and serve to develop civic positivity in them. For this, they are required to be embedded in the content of all academic disciplines.

A significant part of the work in this direction is carried out in the process of training future teachers. In order to develop them spiritually and morally, it is initially required to establish the composition of the civic pose. Because having a civil pose is a component of the morality and spirituality of the individual.

As you know, to date, the educational and educational system in higher educational institutions is rapidly being formed and developed. This, in turn, will serve as an important strategic network of Educational Progress in the near future. That is why today it is of particular relevance to study and apply to the educational process colorful models of the development of civic pose in students. This requires the implementation of its developments, which are primarily aimed at the development of the creative power of students. Because students are a special specific socio-cultural group in society. That is why it appears as the most dynamically developing, working layer of society. Students quickly adapt to sociocultural situations as members of a society full of the most power, thirsty for knowledge. Alternatively, they approach this process with a critical perspective. Students also appear as the main force striving for the integrity of society.

During the student period, various interests arise in the individual. Our many years of observations show that this is a period of complex content of the student's personality intelligence, a kind of, multi-option phenomenon. Thus, the harmonizing task of students arises in connection with internal and external reality. Therefore, the purpose of educational and educational work carried out with students is to develop a citizen of Uzbekistan Society of an independent, democratic nature. They must have mastered all the rights received for members of the society, have a deep understanding of their obligations. Because these rights allow students to develop independently in civil society.

One of the main tasks when approaching from this point of view is the orientation of the educational process in the development of active civic pose in students. A special place in this area is occupied by the disciplines of history and law. Because in the process they must have the capacity to exercise all their rights, to take responsibility for their actions.¹

From the first days of its development, the Society of Uzbekistan set the task for all its members to develop a civil position. Because the construction of civil society requires the active participation of young people, especially students. To do this, they need to master the experience of movement of Uzbekistan as independent operating, initiative, citizens of Uzbekistan who show their civil status. The direct personality-oriented educational process serves to develop the conditions of activity and civic consciousness in students. In this process, students are formed social experiences of activity based on their knowledge and skills, processing, enriching and developing the skills of these activities based on their civic position.²

Pedagogical activities aimed at developing the citizenship position of students are shown as the main part of this pedagogical process. The civic position of a person is expressed as a set of concepts of social activity and citizenship.

Today, Uzbekistan is undergoing a stage of its development. Today in society there is a process of searching for alternative options for progress. The transition to Effective Ways and methods of raising the economy, organizing power, raising the educational and educational system to a new level is underway. New approaches to higher pedagogical education are being formed. In the development of the higher education system, it is important to be able to see the problems that exist in this process and look for ways to overcome it. Especially the activities of educators operating in the system of higher pedagogical education are clearly reflected.

Problems with civil education are highly inconspicuous. They should be clarified and researched. At this point, each pedagogical team should look for opportunities that are suitable for it.

The consciousness of a person is an independent phenomenon. With its development, it not only affects the people's life, but also develops it. At the same time, an active place of historical consciousness also plays an important role. It can both develop society and at the same time hinder its progress. Also, the social significance of historical consciousness is manifested in an individual way.

These are the same ones that form the basis of our pedagogical approaches:

- To work with students to ensure its activity in order to enhance the influence of historical consciousness on social marriage;

- Increase the historical knowledge of members of society through the development of the historical consciousness of individual citizens, including students and young people, in an individual way;
- In this way, ensuring the development of thinking in a systematized coherent way, etc.

Civil education, the development of civil pose is a central issue in the upbringing of a harmonious generation. Citizenship is closely related to self-sacrifice and appears as its highest point. That is why, in order to raise selfless young people, it is necessary to initially decide on a sense of citizenship in them.

In recent years, personality-oriented education has become important in the process of higher pedagogical education. Most professors and heads of higher educational institutions evaluate personality-oriented education as a promising pedagogical paradigm. Such an approach can be explained by a number of objective circumstances:

1. Reforms in Uzbek society, opportunities for Sustainable Development, a sense of highly qualified citizenship strengthen the need to train advanced pedagogical personnel.
2. The results of the analysis of the philosophical-pedagogical, psychological, legal foundations of the training of highly qualified pedagogical personnel indicate that the level of professional competence of future teachers is determined by the legal, cultural, spiritual, professional knowledge acquired by them. In this process, the individual-psychological and socio-psychological qualities formed in students play an important role. These qualities express the worldview of students and direct them to perform certain professional and civil duties and duties. All this constitutes the professional competence of the future specialist.
3. Today, in the process of higher education, there is a strong need to humanize the relationship between professors and students. On this basis, the opportunities for democratization of students' life activities will expand.
4. The personality-oriented approach emphasizes the attention of all future specialists to the process of mastering professional activity as a system of acquiring knowledge, skills and abilities.

In the process of traditional higher pedagogical education, students were formed certain knowledge, skills and abilities. And the process of personality-oriented pedagogical education serves to develop the professional abilities of students and the development of professionally important qualities.

Within the framework of the personality-oriented approach, methodological directions for the development of pedagogical activity in students are understood. In this, a system of concepts and actions that are interconnected in future teachers is formed. In this process, the self-realization of the student's personality, content of his activities and its implementation in practice are provided. On this basis, the unique properties inherent in the future educator himself are formed.

There is an opportunity to use a number of technologies in the process of personality-oriented education. It is possible to develop a person in a single holistic way, to develop educational actions and abilities, to develop personality-oriented, to use specific technologies in each of the personality-oriented pedagogical processes.

In the process of personality-oriented education, this experience is clarified, enriched and improved. The circumstances reflected in the student's personal experience become richer and better as his cognitive activity develops. In this way, civil positivity is found in students. The content of this experience should be revealed, enriched with scientific content and, if necessary, reshaped in the educational process.

To acquire these skills, professors must create personality-oriented learning situations. In such situations, the possibilities of students to perform personal tasks are expanded, and the possibilities of searching for new ideas are expanded. They will be able to choose theoretical options for solving problems. As a result, personal experience and a sense of citizenship are formed in students. However, the problem of developing personality-oriented educational technologies has not been sufficiently solved to this day.

Although many attempts are made to use personality-oriented educational technologies in the higher education system, such technologies are not sufficiently used in practice. The development of personality, the decision-making of a civil position in it plays a priority role in the system of higher pedagogical education. It is known that the personality of the future teacher should have a highly developed self-awareness, a sense of his own maturity, self-esteem, awareness in making decisions and applying them, and skills to show Civil patterns.

The professional development of the future teacher is carried out based on the following circumstances:

- Having his own individuality, dignity and civic position;
- Presentation of technologies in higher pedagogical education in connection with the professional formation of the student's personality;
- The content of higher pedagogical education is that Uzbekistan embodies the social, economic, informational, spiritual, cultural, intellectual, legal development of society;
- The process of higher pedagogical education acquires a progressive character;
- Ensuring the mobility of the professional pedagogical process of the educational environment in the system of higher pedagogical education;

The process of personality-oriented pedagogical education should be organized taking into account the personal experiences of students, the needs of their professional development, independent self-development and the level of development of civic positions.

At each stage of the pedagogical process, the dynamics of professional development of students is developed in connection with the interaction of the educational process and pedagogical practice. All components of the professional activity of students are fully formed only when their mutual compatibility is ensured. At the same time, the main source of the power of the pedagogical process is the personal activity of students and civic positivity. With the help of the same foundation, the student will have the opportunity to fully develop himself as a specialist and citizen. The basis of such development is the student's mastery of the methods and means of personal activity. With the help of such methods and tools, students manage to acquire both civil and professional qualities that are not fully formed in themselves. Alternatively, civil thinking and emotional intelligence also develop in students in this process. This condition is assessed by

psychologists as a process of personal development. Thus, personality-oriented education is important for the formation of professional and civic positivity in the student's personality, which will be able to change itself in the educational process on the basis of his personal decision-making. Because the basis of personality-oriented education is the independent cognitive activity of students.

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