

**PEDAGOGICAL NEED FOR DEVELOPMENT OF ARTISTIC THINKING OF FUTURE
TEACHERS IN MODERNIZED EDUCATION**

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Annotation: This article provides information on the new theoretical and methodological foundations of the modernization of pedagogical education today, the issues of preparing future teachers for practical professional and pedagogical activity and ways to achieve success.

Keywords: Pedagogical education, modernization of education, practical professional and pedagogical activity, empathy, reflection, ability, activity.

The results of research conducted by scientists today have shown that the abilities of people who are usually called talented, geniuses are not an anomaly, but correspond to the usual norm. The task is only to open human thinking, increase its useful work coefficient, and finally use the rich opportunities endowed by nature, the existence of which many do not even suspect.

The activation of the problem of searching for new theoretical and methodological foundations of the modernization of pedagogical education is inextricably linked with the need to solve the urgent problems of the modern school. In this, the teacher undoubtedly has a special place. Therefore, the goal of modernization of pedagogical education is inextricably linked with the need to improve the preparation of teachers for the implementation of state policy in the field of modernization of pedagogical education and for practical professional pedagogical activity. In order to prepare students, that is, future teachers, for the implementation of state policy in the field of modernization of pedagogical education and for practical professional pedagogical activity, the following issues should be taken into account today. First of all, it is necessary to highlight the problem of the teacher's readiness to provide pedagogical support to the student, to accompany him on the path of personal and professional development. In the process of interpersonal interaction between the teacher and students, experience, knowledge, worldview develop, contributing to the formation of their personality. There is no doubt that the cooperation between the teacher and the students, the emergence of practical dialogue between them, the ability to have a positive pedagogical impact on the student itself indicates the level of personal maturity of the teacher, his communicative culture, the ability to establish emotional and valuable relationships with the students, and the ability to create a favorable psychological and social environment in the study group. The teacher's ability to overcome conflicts, the ability to familiarize the student with the achievements of human culture and society, to provide pedagogical assistance in solving various problems and conflicts that he constantly encounters in the process of finding his life path, and his understanding of the purpose and meaning of his existence are important factors in his professional success. Therefore, the effective interaction of the future teacher with the students, providing them with comprehensive assistance, and the formation of personal and professional readiness are the most important tasks of pedagogical education, which is the main criterion of communicative competence as a sign of the general and professional culture of a graduate of a modern pedagogical institute. Secondly, the problem of preparing a teacher to implement the ethical (moral) component of pedagogical activity is significant from the point of view of determining the conceptual rules for the modernization of pedagogical education. The ethical orientation of a teacher's practical activity reflects the system of his values, moral attitudes, is the moral basis of his practical activity and behavior, determines the humanistic orientation of pedagogical thinking. Thirdly, it is worth noting another important factor in the effective practical activity of a teacher, which is its information value for students. This factor is especially important in cases where the teacher is not the main source of information for students, that is, in

the era of computer technologies. The priority areas of the teacher's professional functions are changing: his main task is no longer to transfer knowledge, but to help students find the necessary information, form their filtering skills, determine the level of reliability, usefulness and possibilities of practical application of the knowledge gained. The main advantage of a teacher over other sources of information is that he has holistic, systematic knowledge in a particular subject area, which allows him to reveal to students the essence of the objects and phenomena he is studying; helps them form systematic knowledge in a given subject. Fourthly, the most important professional qualities of a teacher are his ability to empathy and reflection. The ability to empathize corresponds to the humanistic essence of the teaching profession, characterizes his readiness for empathy, understanding the internal state of the student, empathy is a necessary condition for practical communication with him and requires providing him with pedagogical assistance. The professional role of a teacher The main factor of a teacher's success is his ability to reflect, to analyze himself. Understanding the results of his own activities, analyzing motives, actions, decisions made, mistakes, gaining pedagogical experience, is the basis for professional formation and development. In this regard, in the process of practical pedagogical training, it is of particular importance to develop the ability to empathy and reflection in future teachers. Fifth, it is necessary to note the most important social function of the teacher as a disseminator of culture. The modern teacher acts as a mediator between the personality of the subject of culture and knowledge. Undoubtedly, the formation of the future teacher's preparation in this direction is of great importance in his practical and professional training and personal development. Naturally, this ensures his role as a mediator between reality in the field of pedagogical education and the student. Sixth, a distinctive feature of the modernization of modern pedagogical education is that it is aimed at forming a creative attitude of the future teacher to the practical pedagogical activity of the teacher. The creative activity of the teacher is to create positive changes in the student in accordance with the ideal of education. To achieve the goal, the teacher sets and solves problems, analyzes pedagogical situations, selects the most effective methods of practical activity in these conditions, changes and updates the old ones, combines known forms, methods, and means of education, and, if necessary, develops and maintains new ones. The creativity of the teacher is to give the student new knowledge, teach innovations, and help develop his knowledge, worldview, and practical skills based on the achievements of human culture. Seventh, in the aspect of modernization of pedagogical education, the need to focus on the future is of particular importance. The development of the teaching profession and preparation for it proceed according to objective laws, these laws should be organized in order to identify and predict the general trends of future practical education. The work of the teacher is becoming intellectually complex, he must perform the most complex mental operations: analysis, synthesis, combination, forecast, modeling, etc. This trend is not sufficiently taken into account in the organization of practical education. The future teacher still pays attention to the organization of special subjects and (to a lesser extent) the methodology of their teaching. However, understanding the essence of practical pedagogical activity allows the teacher to rise to a much higher level. Eighth, the conceptual thesis on the professional spirituality of the teacher is of paramount importance in the aspect of the modernization of pedagogical education. The spirituality of the teacher is interpreted as the maximum manifestation of the principle of humanity in his practical activity. The interpretation of this complex phenomenal situation, which indicates the spiritual essence of the combination of personal and professional principles in the practical activity of the teacher, allows us to consider the conceptual and methodological thesis as the most important basis for modeling and forming its content. Thus, if the modernization of pedagogical education is carried out taking into account the specificity of the professional spirituality of the teacher, this reflects the value-social, practical professional meaning of his teaching mission. Ninthly, the teacher should pay attention to the fact

that the development and implementation of innovative programs, modern information technologies are the leading factor in achieving effective results in the modern educational process. A characteristic feature of the current state of education is that often the student better masters the latest computer technologies than the teacher and is more adapted to life in the information society, to search for the necessary information, correct it and process it. The teacher's lagging behind in this regard can not only weaken his position as a carrier of knowledge, but also affect the level of interest of students in him, his intellectual reputation and, as a result, his personal life. The use of innovative technologies significantly expands the range of didactic methods and tools used by the teacher, gives him the opportunity to comprehensively implement the principles of teaching, take into account the individual characteristics of students, the specifics of a specific pedagogical situation. Tenthly, the teacher's desire to reveal his own potential is of particular importance for his professional and personal development. Currently, the relevance of the problem of personal development, self-improvement, and self-awareness is still high, because a person who has reached the level of manifestation of his own capabilities becomes a person who uses his talents, abilities, and potential, in a word, works at full strength. Pedagogical University In the field of education, practical training of students should be considered as a way of realizing their own life meanings. It is necessary to recognize the connection between the effectiveness of education and the search for personal meaning, motivation to learn. Therefore, it is necessary to implement targeted actions aimed at pedagogical support for the self-expression of students in the process of practical pedagogical training. In the current conditions, the modernization of education, including pedagogical education, is based mainly on three dimensions: in the historical framework, reforms are carried out in terms of transformation and renewal of education.

From a historical point of view, from the first days of our country's independence, the beginning of reforms in education, their logical continuation and the adoption of the Law on Education for the first time in 1992 are inextricably linked with spiritual-enlightenment, economic-political changes in society.

2. Modernization from the perspective of restructuring education was associated with the need to eliminate the consequences of the systemic socio-economic crisis of the 90s of the last century and its complex problems. There were huge tasks in the development of the economy, industry, healthcare and education. The implementation of these tasks required an understanding of the national importance of the development of the state, society and the education system, as well as ensuring the country's security, rapid and correct mobilization of external and internal resources.

3. The complete renewal of education was connected with the development needs of the country, and the goals of modernization were set in terms of eliminating the backwardness of education from the development needs of the country. Accordingly, the tasks of modernization of education are of maximum national importance, since the determination of whether education is a factor stimulating the stability of society or a factor of its economic growth and well-being served as a factor in ensuring the country's competitiveness and national security. Thus, the following reasons for the modernization of education in Uzbekistan can be distinguished: the logical conclusion of the educational reform of 1992; the socio-economic crisis that caused "stagnation" in the education of Uzbekistan; The relatively low level of education of Uzbek schoolchildren in the 1990s. The main goal of the modernization of pedagogical education is to create a modern system of higher pedagogical education that is distinguished by its stable value-humanistic identity, its civic identity, and multicultural orientations, which will allow the training of teachers capable of effectively organizing educational activities in the context of the needs and requirements of modern society, and will ensure their personal and professional development. The goal is to

improve the system of professional pedagogical training based on the latest achievements in pedagogical theory and practice, to create (provide) the necessary conditions for the formation of the foundations of professional competence in future teachers in the process of pedagogical education, to create conditions for students to achieve comprehensive personal development, develop civic stability, responsibility, multiculturalism, and the ability to make a small contribution to improving the life of society in new socio-economic and political conditions based on familiarization with universal cultural values, mastering a system of knowledge and skills.

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