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Research Article

SOCIAL NECESSITY AND PEDAGOGICAL-PSYCHOLOGICAL FOUNDATIONS OF DEVELOPMENT OF PERCEPTIVE ABILITIES OF FUTURE TEACHERS

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In this article, thoughts on the socio-pedagogical necessity of developing the perceptive abilities of future teachers, the importance of pedagogical-psychological theories in the formation of professional skills, the activities of great people who have self-possession in the formation of our spirituality opinions about the demands placed on them.

KEYWORDS

Ability, perceptive ability, education, belief, teacher, competence, information, research, activity.

NTRODUCTION

No. PF-5789 dated August 27, 2019 "On the introduction of the system of continuous professional development of managers and pedagogues of higher educational institutions", "Development of the higher education system of the Republic of Uzbekistan until 2030" dated

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October 8, 2019 Decree No. PF-5847 of October 29, 2020 "On approval of the concept of development of science until 2030" and Decree No. PF-6097 of October 29, 2020 of the Cabinet of Ministers of the Republic of Uzbekistan On September 23, based on the content of priority tasks defined in the Decision No. 797 "On additional measures to improve the system of training of managers and pedagogues of higher educational institutions", the future o social pedagogical necessity of developing teachers' pedagogical skills, development of pedagogical skills and innovative competence of teaching staff of higher educational institutions, advanced foreign experiences in the field, assimilation of new knowledge and skills. as well as improvement of practical skills.

Today, the issues of developing perceptive abilities in future personnel based on new approaches are becoming urgent. The current socio-political life at the global level is the stage of the development of the human society, which has such a unique feature that it is not military power, but the psychological characteristics, perceptive abilities. volitional qualities. intellectual potential, intelligence, thinking, new techniques

and technologies of the individual. becomes important.

The ability is present in all people, and it is not uniform, it consists of one high, one medium and one of certain levels. The activity of a school teacher is aimed at the formation of a person's personality. To work successfully, every teacher must have pedagogical skills. The owner of pedagogical skills spends his work and achieves great results. Ability appears and develops in the process of activity, and in order to develop ability, it is necessary to have ability, intelligence, talent, i.e. anatomical-physiological features of the human nervous system. Some mental processes of the teacher form such a complex of personal qualities that it can be called pedagogical ability. These abilities cannot be said to consist of certain psychic properties.

To date, the social and pedagogical need for the development of abilities has been thoroughly studied by our great scientists and researchers of our republic, CIS countries and foreign countries. As part of our research, we analyzed the works of scientists who worked on this topic and expressed their views on this research in different periods.

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The study of the ability problem has a long history. Plato (428-348 BC) first introduced the concept of ability to science. He said that "all people are not capable of performing the same tasks; for men differ greatly in their abilities: some are born to rule, others to help, others to agriculture and crafts."

Our Eastern thinkers, Abu Nasr Farabi, Abu Ali Ibn Sina, Abu Rayhan Beruni, also expressed their opinions in their time.

Abu Nasr Farabi even people with innate abilities need some education and sharpening. If such people are not trained properly, it is clear that their abilities will quickly disappear. "Innate ability is also a relative concept, some may achieve good results using it, while others may not."

Abu Ali Ibn Sina emphasized that all abilities are related to the functions of the human soul, are not material and differ from the substance of the body.

Q. Turgunov, in the explanatory dictionary of Russian-Uzbek psychology terms, ability is defined as follows. Ability is a set of individual characteristics of a person, formed in the course of life, which represent the level of ability to successfully perform a certain type of activity.

B.M. Umarov: Ability is a person's suitability for an activity and successful implementation of this activity.

M. Zufarova: Ability refers to the set of individual characteristics that are formed in the course of life, which represent the level of a person's ability to successfully perform a certain type of activity.

Ability is the individual mental characteristics that express a person's ability to perform certain activities and the subjective conditions for successful performance of his work.

Ability is individual-psychological an characteristic of a person, it is a set of individual mental qualities that represent the ability for a certain activity and the subjective conditions for successful implementation of the work.

Abilities in our research are unique individual psychological characteristics of a person, and these characteristics are defined as volitional. serving to successfully perform one or more activities.

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Pedagogical ability is one of the types of ability that determines a person's suitability for pedagogical activity and the ability to successfully engage in this activity.

There are several types of pedagogical skills, each of which helps the teacher to effectively organize an activity in the pedagogical process. For example, academic ability helps the teacher to master theoretical information about science, didactic ability helps to organize the educational process. In addition, perceptive ability helps to see and understand the inner world of a student or interlocutor, communicative ability - to establish a dialogue, constructive ability - to properly organize one's own and team activities. the role of pedagogical technique, that is, the ability to communicate with a team and an individual. to be able to the control communication process, to organize a team, to control one's mood, voice and actions is also important.

The current concept of pedagogical education requires first of all the development of the teacher's creative abilities, raising them to the peak of high professional-pedagogical skills. can be expressed as follows:

First of all, the pedagogue should be able to demonstrate his position and active role as a member of the society to the students. In particular, he should have in-depth knowledge of his place in society and his community, his chosen profession, the subject he is teaching, follow the requirements and rules, respect norms and laws.

Secondly, the pedagogue's knowledge is reflected in his interest in new knowledge and news in his chosen field.

Thirdly, the pedagogue must be able to stand out with his own way of thinking through his perceptive ability. Because young people learn to think independently only in the conditions of such unique, irreversible, non-standard thinking. These thoughts, in the development of the student's personality, his activity, independent thinking, independent activity, that is. independent education and independent information acquisition and shows the importance of self-discipline processes. Therefore, the processes considered important in the development of a student's personality are education - independent education, education self-education. information independent information. along with development and relations, educational in the family,

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neighborhood, It is necessary to take into account the process of interaction that occurs in the educational institution and between peers as a component of the educational and training processes.

The problem of developing perceptive abilities is urgent for institutions that train, retrain and improve the qualifications of pedagogues of higher education institutions, because the lack of pedagogical knowledge, abilities and skills in the work of teachers leads to the low use of modern teaching technologies in the educational process. leads to the use of monotonous, stereotypical methods of teaching and the organization of student behavior.

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