

Organizational and Pedagogical Problems in the Formation of Axiological Potential in Professional Activity

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Abstract: The groundwork has been laid for the implementation of comprehensive reforms in the field of national education in Uzbekistan. To this end, independence is free in thought, well aware of its rights, inquisitive, has modern knowledge, is loyal to the motherland, the motherland, considers all forms of dependence for itself, to its own strength and intelligence. It requires the upbringing of a harmoniously developed person who lives in confidence and sees his personal interests in harmony with the interests of the people and the homeland. In this regard, in this regard, the radical reform of the education system on the basis of pedagogical and psychological sciences, the law on education, the National Training Program, the organization of the educational process on the basis of modern teaching methods, new pedagogical and information technologies work on topical issues such as.

Keywords: Modern pedagogy, competence, axiological potential, interpersonal relationships of students, professional skills.

Introduction. Researchers of modern pedagogical and psychological sciences have introduced the concept of “competence” in the field of education. From a psychological point of view, competence is a “constantly evolving situation in which the specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs vague tasks, uses conflicting information, and having a plan of action in complex processes”.

Qualities of professional competence

Well, we aim to answer the question of what is professional competence and what are the qualities of professional competence from a scientific point of view.

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies required for professional activity and their application in practice at a high level. Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work [1]. In particular, no matter what subject is taught, today’s educator must be able to use and apply information and communication technologies in the lessons he or she organizes and conducts. In this regard, the educator must first have the following qualities based on professional competence [2]:

- social competence - the ability to be active in social relations, the acquisition of skills, the ability to communicate with the subjects of professional activity;
- special competence - preparation for the organization of professional-pedagogical activity, rational solution of professional-pedagogical tasks, realistic assessment of results of activity, consistent development of knowledge, skills and abilities, on the basis of this competence

psychological, methodical [3], informational, creative, innovative and communicative competence;

- personal competence - consistent achievement of professional growth, professional development, demonstration of their inner potential in professional activity;
- Technological competence - mastery of advanced technologies, enrichment of professional pedagogical knowledge, skills and abilities, the use of modern tools, techniques and technologies;
- Extreme competence - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failures), in the event of pedagogical conflicts. We need to develop the above-mentioned competencies in future professionals, and for this we need to develop its technology. Based on experience, we recommend the following technology:

In the process of implementing the requirements of the “National Training Program”, research is conducted as an important problem in the training of highly qualified teachers. The effectiveness of the system of continuing education depends on the work of qualified teachers [4]. To this end, the ongoing educational reforms envisage the restructuring of the system and content of training based on the prospects of social and economic development of the country, the needs of society, modern achievements in science, culture, engineering and technology.

Developmental education is a theory of education that enables a student to develop, adapt, and adapt to society and life in a rapidly changing world at the same time. and must be able to target in order to be able to demonstrate. With the use of developmental learning technologies, students' interest increases, knowledge becomes skills, and the quality and effectiveness of knowledge increases [5].

The purpose of developmental education is to form a harmonious personality in students by developing logical, critical, analytical, creative thinking [6]. and develops practical skills. It serves to realize the creative abilities of students. The main directions of developmental education:

1. Problem-based learning [7].
2. Heuristic education [8].
3. Research education [9].
4. IMEN (TRIZ) (Theory of Solving Inventive Problems) [9]

Leading principles of developmental educational technology: incorporation (systemic activity) - generalization of knowledge in various disciplines; flexibility - the applicability of forms, methods and techniques of education in different educational institutions; Creativity - opportunities for teachers of various educational institutions to create pedagogical technologies; Based on naturalness - taking into account the individual characteristics of students in accordance with genetic and social aspects.

Therefore, based on these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, owners of various fields is an urgent problem. Professional training of future specialists, formation of people in accordance with the requirements of the profession, a new approach to their personality is a necessary requirement of today's social development. Therefore, special attention is paid to the organization of professional development of each specialist, the creation of conditions in the teaching staff and the training of competitive personnel working independently. This, in turn, requires the creation of conditions for the

continuous improvement of the skills and general level of each specialist. Improving the skills of teachers, in particular, is one of the main tasks of higher education. At the same time, raising the level of teachers, their work, and their professional development to a higher level will make the educational process more interesting and meaningful.

The only way to solve this problem is to develop a new organizational and pedagogical framework for the scientific and methodological determination of their knowledge, skills and abilities in the process of improving the skills of teachers. Improving the professional skills of teachers means, first of all, taking into account the specifics of the pedagogical environment, as well as all the opportunities in higher education.

The professionalism of a teacher is primarily determined by the level of educators who form the axiological potential of teaching, educating, and developing students' skills and competencies. The complexity of this problem depends on the formation of an axiological relationship [10].

The formation of an axiological relationship is a multi-step process that involves knowing, understanding, comprehending, analyzing, comparing, and testing in practice. This requires the use of effective, interactive, needs and interest-based methods for target groups in the organization of spiritual and educational activities.

Students' observation of interpersonal relationships, socio-ethical norms, and pedagogical analysis are an integral part of the pedagogical process. Brunold, a Swiss scientist who conducted the study, described it as "knowledge of human nature" as the ability to correctly assess, recognize, and judge people's behavior, and to predict how they will think and act. Describes [11]. Life experience [12], intuition [13], intelligence and wisdom are important factors in this ability. He emphasizes that knowledge of human nature is not innate, it is formed through frequent contact with people and gaining experience with different people. Knowledge of human nature can be used to judge people correctly, to motivate them, to give good advice to others, to enter into deeper relationships, and so on. Tests such as the Big Five and the Mers-Briggs-Type Indicator are recommended for future teachers to test their "knowledge of human nature" [14].

Preparing students for spiritual and educational activities in pedagogical higher education institutions is a complex process, the rational implementation of which serves to ensure the professional development of future teachers. It is known that the training of personnel in certain areas and specialties - the accumulated experience, educational standards regulated on the basis of scientific research, as well as the normative documents that provide it legally, educational and methodological literature based on the system.

The presence of childhood, respect, trust, interest, aspiration, desire, humanity, universal values, diligence, positive attitudes, beliefs in the work of a teacher shows that he has a moral culture. In the process of professional skills, the implementation of information on law and duty [14], state symbols, domestic and foreign policy, laws of the educational process, organization of student activities, pedagogy, psychology and physiology in the classroom and extracurricular activities effectively improves the quality of education. helps In the work of a teacher to be polite, benevolent, humane, sensible, professional, intelligent, able to feel the human-spiritual world, pedagogical intuition, personal mobility, logical persuasion, self-control, communicative, organizational, the presence of such qualities as mobility, emotion, creativity, reflects his spiritual culture.

The teacher's pedagogical, didactic, organizational, and influencing skills also demonstrate his or her mastery. The ability to use visual aids and technical aids in the classroom, to communicate with

students, to manage, and to communicate quickly are also qualities of a good teacher. It should be noted that professional skills are complex and multifaceted. It has its own structure, which includes the humanities, knowledge, pedagogical skills and pedagogical techniques of the teacher. Together, these components can form the basis of high professionalism. This is because higher education plays an important role in adapting the process of improving the skills of teachers, which is a pedagogical system, to the requirements of continuing education, that is, ensuring its continuity. However, the analysis of the literature on the content of higher education shows that there is not enough scientific and pedagogical literature to improve the professional skills of teachers [15].

Therefore, in our opinion, it is advisable to do the following to improve professional skills:

- strengthening social and pedagogical requirements for the training of specialists and their professional development;
- further improvement of professional skills in the training of specialists;
- use of information technology in professional activities;
- Information services that cover the concepts of modern education, psychology, pedagogy and vocational education;
- conditions, factors of cognitive activity;
- Requirements for the spiritual and moral image, emotional and general pedagogical culture, socio-pedagogical activity, skills of a modern teacher (pedagogue);
- Acquisition of theoretical and practical knowledge of pedagogical technologies;
- effective use of available opportunities to achieve pedagogical goals;
- selection of optimal methods and techniques of technologies;
- pedagogical sensitivity, professional prediction - pedagogical prediction of "foresight";
- be able to organize active socio-pedagogical activities;
- the need for personal and professional self-improvement;
- pedagogical technologies to ensure student participation in the educational process;
- The leading role of the student in the educational process, the recognition of him as a key player in the educational process, as well as the establishment of a social demand for respect for his personality;
- The priority of national and universal values in the updated content of education;
- Humane and democratic principles of the educational process, etc.

The interest of each person in the profession is directly related to the pedagogical activity of the teacher. Combining education with marriage, taking into account the abilities, intellectual levels and capabilities of students, has a positive effect. Because every profession requires willpower, mental seriousness, perseverance and patience. Only young men and women who are able to withstand all the difficulties and trials will be considered suitable for this chosen profession. Organizing and conducting education in a rational and optimal way creates a conscious attitude to work and a sense of interest in the profession. The role and place of professional science in this regard is great [16].

The modern laws, content, methods and tools of vocational education in the field of professional skills are skilled in teaching young people and professionals, implementing its laws in accordance with modern state policy [17].

The task of the subject of professional skills is to instill in future teachers a love for the teaching profession, to create a clear understanding of its importance in the development of society:

- mastering the methods of working on textbooks and scientific literature, demonstrating their skills in the classroom;
- Always treat the student's personality, which is the main object of the teacher's skills, with respect and attention, with intelligence, emotion, will, confidence, mind, thinking;
- acquisition of fundamental knowledge, professional skills, specialization, improvement of pedagogical skills, achievement of economic knowledge and integration of pedagogical activity, self-government;
- Provide complete information about the teacher's personality, knowledge, skills, speech culture, knowledge of work, communication, play, learning activities, etc.

Long-term vision is a key component of training, and it is another component of using it purposefully throughout one's career. These components are interconnected processes, one of which is strategic and the other tactical. It is useful to use the concepts of strategy and tactics in preparing students for spiritual and educational activities.

While the word strategy refers to the concept of management, the art of planning for the future, the word tactic refers to the method, style, and principles, approaches, and methods used to achieve a goal in specific contexts. covers.

Planning of spiritual and enlightenment activities in higher education institutions, defining its content and scientifically substantiating its implementation in specific conditions, including the formation, substantiation of related scientific views and training of future teachers It is advisable to use in process modules.

Of course, one of the first rights of the students is to give them the opportunity to choose the profession of their choice, to provide young people with the necessary information about the profession, to ensure that they become masters of their profession in the future. Career guidance is an activity that helps students (individuals) to choose a career consciously based on their abilities, interests, capabilities, and social needs.

In preparing students for a conscious and correct career choice, that is, career guidance, it is important to provide information about the interrelationships that follow.

Vocational education - taking into account the socio-economic needs of local conditions, the needs of professionals in this or that profession, the content of professional work in different professions, the requirements of the profession, working conditions, material and moral incentives, to identify possible types of educational institutions, ie students will get acquainted with the nature and specifics of different professions and specialties.

Vocational counseling is individual in nature and is designed to help individual students better understand the nature of the profession and their potential. Students can be advised by a teacher, a specialist in this field (profession), a doctor, a psychologist. Students will learn not only about the profession, but also about their body and character.

Vocational diagnostics is a method of identifying (accounting) all aspects of students' preparation for a particular profession. Biological (innate spiritual qualities), psychological (interests, abilities, etc.), social (lifestyle, spiritual goals, etc.) characteristics of students are determined using the same diagnostic methods and are based on the correct definition of vocational training. helps you choose a career.

Career selection (selection) is carried out by specialists of educational institutions and production (organizations), and students choose specific professions based on their pedagogical recommendations.

Vocational adaptation is the process of adapting students to the working conditions of the chosen profession in the process of acquiring specialties in training and production complexes, manufacturing enterprises, farms and in the field of material production in general. During the internship, students learn to organize the work of the teacher, to use the most optimal methods of work, to overcome psychological difficulties, to achieve high results.

Raising a healthy generation, which is the future of independent Uzbekistan, is a delicate process that requires a great deal of attention. Therefore, the teacher should follow the student's formation process with great enthusiasm and care. Only then can a teacher master the essence and dialectic of pedagogical phenomena, the method of pedagogical work, profession and technology, and professional pedagogical skills. belongs to. Professionalism is developed through training. Demonstrates professionalism. The main goal of professional skills is to shape the needs of each person for work and professional activity.

Therefore, a professional teacher can bring his students together. With his practical work he earns the respect and honor he deserves in the eyes of the teaching staff.

A professional teacher finds a way into the hearts of his students, encourages them to goodness, kindness, creativity, and he himself takes a place in their hearts. He is distinguished by the purity of his spirituality, his worldview, his ability to think in a high and sharp social position, and his ability to think honestly, deeply, interestingly and deeply.

A professional teacher is dedicated to his work, has a great spirituality, is educated, has a progressive outlook, and sincerely serves the interests of the Motherland, the people and our independent development. A nation is a nation, a nation is a nation. The main quality of such a person is the devotion to the independence of Uzbekistan, which is based on heart, conscience and deep faith. Especially in the current globalization, where information struggles are intensifying, the responsibility of teachers will increase in a unique historical period, when the independent development of Uzbekistan, its future, and ideological struggle will be decided. It is the duty of every teacher to always be with the Motherland, to overcome difficulties together, to rejoice in their achievements, to fight for its honor and dignity.

Our national idea is to open the eyes of children to overcome the obstacles and problems on the way to peace, prosperity and well-being of the people, in short, to build a free, free and prosperous life. We understand that you have to devote all your skills and talents to getting rid of it.

A professional teacher is one who works with young people individually, who can meet their modern needs, who can guide the aspirations of young people, who feel that each generation is a new generation. He must be able to come up with good ideas that can inspire.

In international practice, there are the following approaches to the transmission of values through the social sciences and humanities:

1. A romantic approach to conveying values.

The romantic approach is based on the notion of the individual, according to which “Good” is always human, and “Evil” is added only through social influence. In the romantic approach, values are understood as helping a person to develop himself, in which the “sleeping forces” in the person can be realized only through “favorable conditions”, a good “spiritual nourishment” environment and a caring upbringing. In the romantic approach, there are limitations in the educator’s delivery of values to learners, whose task is only to facilitate the learning process for learners and to provide a conducive environment for them to develop a value system.

2. Technological approach to the delivery of values.

Social values, norms and procedures in society are communicated by the educator to the learner in a clear, integral and continuous manner based on the classical concept of education. The technological approach allows for the “direct teaching” of values and, on this basis, the assessment and monitoring of the delivery of values in the educational process. This approach is reflected in the state education standards for the clear teaching of certain values or norms. In general, this approach is the most common in the world and is compatible with the legal system of society. Explaining to individuals that society is held accountable for violating social values, norms, and rules is also reflected in this approach.

3. A value-driven approach to value delivery.

The development or progressive approach to moral education was founded by L. Kolberg. Colberg’s theory of moral and psychological development is based on the assumption that “in resolving specific moral conflicts, the individual goes through a learning process that leads to the next higher moral level”. In this sense, the principle of justice is an elementary feature in resolving morally conflicting situations, often referred to as dilemmas. Progressive moral education methods include “Realistic speech” or “Learning from a separate model”.

4. An exemplary approach to conveying values.

According to the model-based approach, the educator teaches the learner not only through direct pedagogical activity, but also through his / her behavior, personal qualities, through its internal culture, positions, and attitudes. Learners interpret and understand the pattern

Conclusion. Our system of pedagogical and psychological sciences is a force that encourages future educators to develop professional competence and its own qualities, with the need to withstand strong competition in the labor market in the conditions of market relations.

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