

A METHODOLOGICAL MODEL FOR TRAINING EDUCATORS IN EDUCATIONAL AND UPBRINGING ACTIVITIES

Ismoilova Dilafruz Muhiddinovna

Senior Lecturer, Chirchiq State Pedagogical University

Abstract

This article presents a theoretical and practical presentation of a modern methodological model for training educators. It focuses on developing the professional competence, moral and spiritual maturity, and practical skills of future teachers, combining the purpose, content, form, and methods of pedagogical activity.

Keywords: Education, education, society, value, personality, development, pedagogue, social, spiritual, principle, humanitarian, equivalent, model, competence, habit, technology.

Introduction

TARBIYA ISHI PEDAGOGLARINI TAYYORLASHNING METODIK MODELI

Ismoilova Dilafruz Muhiddinovna

Chirchiq dalvat pedagogika univertsiteti katta o‘qituvchi

Annotatsiya:

Ushbu maqolada tarbiya ishi pedagoglarini tayyorlashning zamonaviy metodik modeli nazariy va amaliy jihatdan yoritib berilgan. Maqolada pedagogik faoliyatning maqsad, mazmun, shakl va usullarini uyg‘unlashtirgan holda, kelajak pedagoglarida kasbiy kompetentlik, axloqiy-ma’naviy etuklik va amaliy ko‘nikmalarni shakllantirishga qaratilgan.

Tayanch so‘zlar: tarbiya, ta’lim, jamiyat, qadriyat, individ, rivojlanish, pedagog, ijtimoiy, ma’naviy, tamoyil, insonparvarlik, ekvivalent, model, kompetentlik, ko‘nikma, texnologik.

Аннотация:

В данной статье теоретически и практически изложена современная методическая модель подготовки педагогов образовательной работы. Статья фокусируется на формировании профессиональной компетентности, нравственно-духовной зрелости и практических навыков будущих педагогов, сочетая в себе цель, содержание, форму и методы педагогической деятельности.

Ключевые слова: воспитание, образование, общество, ценность, личность, развитие, педагог, социальный, духовный, принцип, гуманитарный, эквивалент, модель, компетентность, навык, технологический.

Introduction

The effectiveness and efficiency of educational work largely depend on the study of the historical roots of the rich national and spiritual heritage of our people. In the socio-spiritual life of each nation, a unique value is manifested as a legacy in the form of ancient customs, rituals, traditions, and is passed down from generation to generation.

Education arises as a factor that morally coordinates the relationship between the individual and society: it should serve to realize the identity of a person and achieve the ideal glorified by society. If development is aimed at the qualities inherent in the individual, then education originates in the moral norms embodied in society, and the qualities inherent in him are mastered by the individual in the process of education.

Development and upbringing affect the individual with a single goal - to fully realize his potential in society, however, development is focused on the qualities that the individual possesses at this time, while upbringing serves to form the qualities that he does not possess, but are provided for by the moral standards



established in society. By exerting the necessary influence on the listed factors, it is possible to solve the issues of both the development of the individual and his upbringing.

In the educational process, the teacher should focus not on the transmission of knowledge, but on behaving as an assistant, partner, mentor. The first condition for the development of the individual is determined by the teacher's behavior as a mentor. In order to develop the student, the teacher must always direct him to the future. The resolution of this contradiction is the basis of collaborative activity.

The paradigm of pedagogical activity based on the principle of humanism is based on the following criteria:

- socialization of education - rejection of the technocratic approach to the process of training teachers, ensuring that the complex of knowledge mastered by them acquires a pedagogical and psychological character, forming social thinking in teachers based on ideas put forward in the context of universal, universal values;
- awareness of the foundations of national and world culture and their essence;
- basing the organization of the educational and upbringing process on the ideas of national independence;
- relying on the ability of the individual to self-development and independent learning and improving it;
- achieving mutual cooperation between teachers and students in the process of professional formation of teachers;
- the availability of the possibility of selecting curricula in the process of education (in particular, vocational education) according to the abilities and interests of students;
- the acquisition of a fundamental feature of pedagogical education, that is, the achievement of students' mastery of invariant knowledge that provides the basis for the creative development of the individual in changing conditions;
- the formation of an educational system that can fully respond to the needs that arise and are constantly changing in the labor market and social processes, and on this basis, the education of professionally flexible specialists;



- the creation and development of a system of vocational education (staff development and retraining) programs that ensure the continuity of education, the effectiveness of each stage of the educational process, the ability to teach a specific program at one or another stage of education or to continue studying in another type of educational institution;

- the equivalence of education, that is, its level of compliance with the state educational standard, national culture and mentality, as well as international standards.

Due to modeling, the pedagogical process is technologically developing. The purpose of modeling is to schematically represent the pedagogical and conceptual systems being studied.

The model should have the following properties: simplicity of application, simplicity, clarity of description, expressiveness, and should cover the most important characteristics. It is clear that pedagogical models allow to cover didactic objects to the maximum extent and describe the conditions, content, methods, and forms of teaching.

As a result of a complete classification of models, the following differences were identified between the models. They are:

- 1) The difference between holistic and specific (complete and incomplete) models;
- 2) The difference between dynamic (changing in terms of movement over time) and static (unchanging spatial structures) models;
- 3) The difference between continuous and discontinuous models;
- 4) The difference between models that reconstruct deterministic systems and probabilistic models.

As can be seen from the above differences, these comparative differences are primarily based on the use of models in technology and its goals and serve to link the modeling methods available in technology into a single system. The classification considered here also includes additional divisions such as complete and incorrect (approximate, approximate) modeling, deterministic and stochastic modeling, natural and modified modeling.

If we proceed from the concept and definitions of modeling, then modeling also plays an important role in the educational process. By introducing students to the basic concepts and ideas related to professional activity through modeling, it reveals the connection of physical, technical, mathematical and pedagogical concepts with reality (reality), which greatly contributes to the creation of an adequate, realistic picture of the state and development of the model in the minds of students.

The study of scientific and methodological literature helped to distinguish the following functions that are appropriate (adequate) to the tasks of the modeling method:

- educational (includes the acquisition by students of a system of pedagogical knowledge that forms their ideas about disciplines, methods, knowledge about their interaction with other disciplines, the formation of a certain system of views on space and time in students, the skills of solving problems aimed at professional activity, the development of students' scientific worldview, familiarization of students with the methodology of scientific research, methods of scientific knowledge;
- educational (the formation of a worldview that exact sciences are part of universal human culture, understanding the description of the reflection of the world on the basis of computer graphics, the formation of interest in studying computer technology, the development of strong motivation for educational activities);
- developmental (the formation of logical methods of thinking such as diagnosis, analysis, synthesis, generalization, abstraction; the formation of a system of scientific knowledge and methods of acquiring them mastery);
- aesthetic (generalization and abstraction, visualization of the objects under study; tendency to unify certain factors and laws or to explain them through the capabilities of information and communication technologies, a tendency to subjective complexity required to achieve the desired result, a fully logically based need, etc.;
- practical (serves to develop skills in solving any problems of practical content, to form the ability to scientifically study real-world phenomena and processes);



- informatization (familiarization with the technical and software support of information and communication technologies and computer systems, the information exchange environment, various software applications);
- humanistic (forms the idea that education is a person, a specific way of knowing the world, its various connections with surrounding phenomena and processes, and that sciences are part of a universal human culture, helps to strengthen the practical aspect of its teaching;
- preparing students for professional activity (helps to facilitate directional control and communicative actions).

The development of professional competence of future teachers through modeling the processes of preparation for professional pedagogical activity meets the following basic principles: leads to scientificity and compliance of future teachers' knowledge with the level of modern science; forms scientific worldviews, creates a clear idea of the scientific method of knowing reality in future teachers, shows the importance of the role of using scientific knowledge methods in the development of professional activity, solving various professional problems.

The problem of preparing future teachers for professional pedagogical activity, which is being prepared in higher educational institutions of pedagogy, is multidimensional. Taking into account socio-economic, scientific and technical changes, there is a constant need for updates and new scientific views in approaches to solving it.

The following stages of national values can be used in the content of educational work:

- providing an understanding of national values;
- spiritual and material wealth left by our ancestors;
- folk oral creativity;
- customs and their educational significance;
- studying and celebrating traditions and rituals created by the people, etc.

Using national values, revealing the content of the educational process forms such spiritual and moral qualities as a national idea, national pride, national honor in students.



Mastering the most rational methods of training educators in educational work is important in organizing and implementing the educational process, exchanging experience between members of the pedagogical team, identifying and promoting relevant pedagogical experience. Educational work is a system or activity aimed at improving the quality and effectiveness of the educational process, achieving a certain level of education, upbringing and development of children.

Consequently, the methodology for training educators in educational work as an activity consists of providing systematic practical assistance in the issues of high-quality implementation of the educational process and improving the professional skills of teachers.

The methods used by teachers are of great importance in the successful implementation of the educational process. Educational methods are the methods and means of influence of teachers on students, ways of organizing the educational process in a pedagogically appropriate manner in order to instill in students the qualities of a well-rounded person. At the same time, due to the versatility of the educational content, educational methods are also diverse, and the choice of which one of them depends on which aspects of education are being carried out. Of course, at some stage of the educational process, a method can sometimes be used separately. The use of a particular educational method also depends on the specific pedagogical conditions and the age and psychological characteristics of students. The tasks in this regard are implemented by educating the younger generation as active and well-rounded individuals working for the strengthening of the independence of the Republic of Uzbekistan, the prosperity of the Motherland, and the well-being of the people, and by involving them in this struggle.

The methodological model of training educators is aimed at the targeted training and graduation of a new generation of teachers capable of continuous self-development and rapid adaptation to changing conditions. This model is a flexible system of flexible multi-stage and multi-channel training of pedagogical personnel using new forms of pedagogical and educational activity.



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