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THE CONTENT AND ESSENCE OF THE DEVELOPMENT OF VALEOLOGICAL COMPETENCE OF FUTURE TEACHERS IN PEDAGOGICAL EDUCATIONAL INSTITUTIONS

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Named After Nizami

Abstract

This article describes that due to deep reforms in the education system, qualified teaching staff working in the field of higher pedagogical education are constantly engaged in creative work aimed at improving their skills, and opportunities for accelerating scientific activities are expanding.

Keywords: Education, valeology, theory, methodology, student, competence, teacher, behavior, development, mechanism, pedagogy, improvement.

Introduction

PEDAGOGIK TA'LIM MUASSASALARIDA BO'LAJAK O'QITUVCHILAR VALEOLOGIK KOMPETENTLIGINI RIVOJLANTIRISHNING MAZMUNI VA MOHIYATI

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Annotatsiya

Ushbu maqolada ta'lim tizimida olib borilgan chuqur islohotlar tufayli oliy pedagogik ta'lim sohasida faoliyat ko'rsatayotgan malakali professor pedagoglarning muntazam sur'atda o'z ustida malakasini oshirishga yo'naltirilgan ijodiy ish bilan shug'ullanishi, ilmiy faoliyatini jadallashtirish imkoniyatlari kengaytirilgani haqida bayon etilgan.

Kalit so'zlar: Ta'lim, valeologiya, nazariya, metodika, talaba, kompetentlig, o'qituvchilar, xulq-atvor, rivojlantirish, mexanizm, pedagogika, takomillashtirish.

РАСКРЫТЫ СОДЕРЖАНИЕ И СУЩНОСТЬ РАЗВИТИЯ ВАЛЕОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ В ПЕДАГОГИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация

В данной статье рассказывается о том, что в связи с глубокими реформами в системе образования квалифицированные профессорско-преподавательские работники, работающие в сфере высшего педагогического образования, в постоянном темпе занимаются творческой работой, направленной на повышение квалификации над собой, расширяются возможности для ускорения научной деятельности.

Ключевые слова: образование, валеология, теория, методика, ученик, компетентность, учителя, поведение, развитие, механизм, педагогика, совершенствование.



The modernization of Higher Education has strengthened the requirements for the process of training specialists with future higher education, the qualification level of educators being prepared. The modernization of Higher Education has strengthened the requirements for the process of training specialists with future higher education, the qualification level of educators being prepared. Scientific methodological, theoretical, methodological works aimed at creating mechanisms for the development of pedagogical competence of future educators and finding a solution to the problem of its improvement are regularly being improved. One of the main works in the implementation of such comprehensive tasks is to create all the conditions necessary for master-educators, that is, for them to carry out creative, scientific, methodological educational processes with students. In this regard, at a meeting held by the president of Uzbekistan Shavkat Mirziyoyev on the discussion of improving the educational system in the country, accelerating the development of the field of Science, “strong teachers, intellectuals who believe in Uzbekistan from the point of view of justice, from the point of view of Economics, from the point of view of spirituality, from the point of view of enlightenment” [27], The implementation of the main goal of the educational and methodological processes of the higher educational institution, that is, the issue of which is important for the training of highly qualified specialists, is one of the important criteria: personal and qualification training of pedagogical teachers, professors and teachers. In the country, the law “on Education ” [2] expanded the methodological, theoretical framework for training specialists with higher education, as a result of the introduction of the requirements of this law into practice, the improvement of higher education was achieved, the system of training bachelors corresponding to World templates was developed. In the country, the law “on Education ” [2] expanded the methodological, theoretical framework for training specialists with higher education, as a result of the introduction of the requirements of this law into practice, the improvement of higher education was achieved, the system of training bachelors corresponding to World templates was developed. The system of professional development of pedagogical personnel was established on the basis of fully modern requirements, the material technical base was updated. A



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qualified pedagogical personnel Corps has been formed, which can meet the requirements for the modernization of Education. Another important aspect of the issue was the ability of skill development centers to connect directly with the world's leading higher education institutions, universities, to establish experience and information exchange, to improve the skills of pedagogical personnel in foreign educational centers. Thanks to the deep reforms in the educational system, the opportunities of qualified professors working in the field of higher pedagogical education have been expanded to engage in creative work aimed at improving the skills of educators on them at a regular pace, to accelerate their scientific activity.

Educational, scientific, information resource centers, which are improving the activities created in higher educational institutions, perform such important tasks as conducting their scientific and methodological work by professors at the level of requirements, improving their qualifications without separation from the educational process, organizing educational, scientific, educational work on the basis of the requirements of the world template. The improvement of the work of information resource centers in higher education led to the rise of scientific research work in departments and faculties to a new qualitative stage, with their connection to the internet system, their role and importance in the pedagogical educational process increased. The improvement of the work of information resource centers in higher education led to the rise of scientific research work in departments and faculties to a new qualitative stage, with their connection to the internet system, their role and importance in the pedagogical educational process increased. Direct production of higher pedagogical educational institutions and practical relations with a number of educational types, including preschool education and education, general secondary and secondary Special Education, professional Education, Higher Education, Post-higher education and scientific research institutes [14] were expanded.

At the same time, the upbringing of a person in higher education, the preparation of the future educator for a complex educational process, that is, the development of the personality of an educational specialist for the younger generation and the pedagogical competence in it, is considered one of the



important tasks of pedagogy. At the same time, the upbringing of a person in higher education, the preparation of the future educator for a complex educational process, that is, the development of the personality of an educational specialist for the younger generation and the valueological competence in it, is considered one of the important tasks of pedagogy. The complexity of this process is that it is closely related to the personality of a scientist, educator active in the field of pedagogy, their qualification training, experience and scientific potential. The analysis of research work carried out during the period of modernization of Education showed that the problem of the development of valueological education in the Republic of Uzbekistan is a problem that has arisen not only in such disciplines as philosophy, history, sociology, economics and jurisprudence, but also in pedagogical science, where scientific analysis is important. The analysis of research work carried out during the period of modernization of Education showed that the problem of the development of valueological education in the Republic of Uzbekistan is a problem that has arisen not only in such disciplines as philosophy, history, sociology, economics and jurisprudence, but also in pedagogical science, where scientific analysis is important. In the research work carried out by scientists on this problem, the content and essence of the development of valueological competence of future educators are explained. E. from pedagogical scientists on scientific research aimed at the development of valueological education in Uzbekistan. E. from pedagogical scientists on scientific research aimed at the development of valueological education in Uzbekistan. O. Turdikulov, U. Turdikulov, X. Norbotaev, Sh. M. Kamolkhojaev, Sh. Sci. E. from pedagogical scientists on scientific research aimed at the development of valueological education in Uzbekistan. O. Turdikulov, U. Turdikulov, X. Norbotaev, Sh. M. Kamolkhojaev, Sh. Scientists such as Yunusova [84, 87, 71, 52, 108] he has researched the issues of providing valueological education to students based on the teaching of Natural Sciences. R. X. Djuraev, A. S. To'khtaev, A. Ergashev, H. Togaev, D. To'xtaliyev and T. Like Saparov [48, 94, 107, 82, 92, 77] in his research, the concept of ecology, its content, environment and human relations are studied. The development of



valeological literacy in students, active participation in social society, theoretical and practical problems of studying the masterpieces of our spiritual heritage M.ThThe development of valeological literacy in students, active participation in social society, theoretical and practical problems of studying the masterpieces of our spiritual heritage M.M.Aliqulova, M.Allayarov, S.Mamashokirov, N.Studied by hakimovs [35, 33, 57, 116]. The concept of valeological culture, on the issues of the effective formation of valeological culture in its readers V.ThThe concept of valeological ept of valeologiculture, on the ept of valeological culture, on the issues of the effective formation of valeological culture in its readers V.N.Sattorov, N.O'.Nishanova, A.R.Malikova, N. Sh.Bozorova, N.Isakulova and I.X.Ayubovas [78, 70, 56, 44, 49, 48] by various economic, natural, social aspects, research has been carried out on the socio-philosophical aspects of valeological education.

Pedagogical scientist E., who contributed to the development and development of valeological education in the field of pedagogy in Uzbekistan.O.Turdikulov carried out a number of research works on the basis of Natural Sciences to ensure valeological education and its continuity to students. In his works, he has been widely commented on the concepts of “Ecology”, “Valeological education and upbringing”. E.E.O.Turdikulov based his views on the formation of a sense of affection for nature in the minds of young educators and the absorption that humans cannot live without natural reserves from a scientific point of v

American scientist from foreign countries J.AmAmerican scientist from foreign countries J.U.Ogbu developed the idea of developing cultural-valeological competence based on intercultural or intergroup comparison in the process of raising children in the family, in micro-conditions, resAmerican scientist from foreign countries J.U.Ogbu developed the idea of developing cultural-valeological competence based on intercultural or intergroup comparison in the process of raising children in the family, in micro-conditions, researcher N. Eindhoven University of technology.Roszen, on the other hand, created a holistic system of moral motives in the development of valeological competence. He attempted to define the concept of valeological competence as “having knowledge of nature and environment, valeological behavioral abilities



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in promoting Valeological behavior” [76]. Ruta Renigere and Yeva Kela, scientists from the University of Riga Stradins, Latvia, who studied the development of valeological competence in students in the harmony of medical knowledge, believe that it is necessary for students to focus their professional activities on environmental preservation and explain thoughts about the feeling of living nature, acquire the ability to sympathize and respect nature.uta Renigere and Yeva Kela, scientists from the University of Riga Stradins, Latvia, who studied the development of valeological competence in students in the harmony of medical knowledge, believe that it is necessary for students to focus their professional activities on environmental preservation and explain thoughts about the feeling of living nature, acquire the ability to sympathize and respect nature.

It also scientifically substantiates the idea of developing the ability to explain to people the preservation and influence of the environment on the basis of interest of students in information about the environment. Russian scientists O.Perfilova, Yu.Alizade's scientific research developed the idea of preparing future specialists for natural, social activities sufficient to develop valeological competence [74; 186-P.186] Russian scientists O.Perfilova, Yu.Alizade's scientific research developed the idea of preparing future specialists for natural, social activities sufficient to develop valeological competence [74; 186-P.186]. V.A.Ley has promoted ideas on the manifestation of valeological consciousness, worldview and thinking in students in accordance with educational requirements on the basis of the priority of minimizing individual characteristics, valeological situations, risks in the composition of valeological knowledge, skills and qualifications.

G.G.A.Paputkova developed methods for organizing the development of valeological competence in university students on the basis of the evolution of sustainable development of nature and society [73; P.367]. A.Paputkova developed methods for organizing the development of valeological competence in university students on the basis of the evolution of sustainable development of nature and society [73; P.367]. In his opinion, valeol.AG.A.Paputkova developed methods for organizing the development of valeological competence



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in university students on the basis of the evolution of sustainable development of nature and society [73; P.367]. In his opinion, valeological competence is an ability in the professional activity of a specialist, socially valeologically and professionally prepared, ensuring healthy behavior, reflecting rapid and effective implementation. O.E.Perfilova, on the other hand, substantiated the development of valeological competence in students from a socio-cultural point of view [74; 186 P.]. He argues that valeological competence is a personal phenomenon, the essence of which is the readiness of a person to make decisions, the subjective perception of the surrounding reality, the perception of sociability, natural and socio – cultural components are responsible for his professional activities. In the course of research, as a result of studying the approaches of scientists of various fields to the problem of developing valeological competence in students, it was found that the issue of developing valeological competence of future educators in higher educational institutions of Uzbekistan is specially studied, there is a need for pedagogical scientific research work on the education of citizens. In the scientific literature on pedagogy, together with the concept of “valeological upbringing”, the term “valeological competence” is also used. It is worth noting that in our study the concept of “valeological competence” was used. In the scientific literature on pedagogy, together with the concept of “valeological upbringing”, the term “valeological competence” is also used. It is worth noting that in our study the concept of “valeological competence” was used. Let's dwell on in the scientific literature on pedagogy, together with the concept of “valeological upbringing”, the term “valeological competence” is also used. It is worth noting that in our study the concept of “valeological competence” was used.

Let's dwell on the analysis of these categories separately. In some cases, ecology comes as a synonym for the first concept, but ecology expresses the main purpose of this process and manifests itself as a product of human valeological consciousness. Ecology-ology. "Oikos “ – homeland, home, and” logis” -science, doctrine [204; P.304]. "Ecology is a science that studies the relationship of coexistence with each other and the tevarak-with the surrounding environment, as well as the issues of interaction between man and the biosphere” [205;



p.25.ology is a science that studies the relationship of coexistence with each other and the tevarak-with the surrounding environment, as well as the issues of interaction between man and the biosphere” [205; p.25.], The word "valeological "Ecology is a science that studies the relationship of coexistence with each other and the tevarak-with the surrounding environment, as well as the issues of interaction between man and the biosphere” [205; p.25.], The word "valeological “ – referring to ecology, meaning related to it, and the word” competence “-the lexical meaning of the Latin concept of” competence “ - directly represents the meanings of” competent, worthy, capable" [165; P.238]. ” Effective use of theoretical knowledge in activities, ability to demonstrate a high level of professional competence, skill and talent " [206; 396-b.], means the content96-b.], means the content. At this point, it is also worth touching on the concept of professional competence, which is the fact that a specialist has the knowledge, skills and qualifications necessary in the process of carrying out his professional activities and uses them at a high level in practice.

Concluding from the above analyzes, we can give the definition to the concept of “Valeological competence”: valeological competence of the future educator is an integrative quality that determines the ability to act in the system of “man – Society-nature – enlightenment” in accordance with the practical experience of valeological educational value, values \ u200b \ u200b of the future teacher. Student valeological competence relies on the spiritual and practical experience of our contemporaries, and also takes into account the scientifically based opinions of specialists about the constant changes taking place in the valeological state of the environment in the third millennium.tudent valeological competence relies on the spiritual and practical experience of our contemporaries, and also takes into account the scientifically based opinions of specialists about the constant changes taking place in the valeological state of the environment in the third millennium. Information on ecology, obtained through the educational system, is one of the important factors that promote valeological competence and occupies a fundamental place in the interaction of man with nature, in a deep understanding of the content of the valeological situation. Therefore, one of the peculiarities of the development of valeological



competence in students is that in the deepening, harmonization of their relationship with nature, that is, the connection of nature and man. herefore, one of the peculiarities of the development of valeological competence in students is that.

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