



**THE MECHANISMS AND COMPONENTS OF THE FORMATION OF
PEDAGOGICAL PROFESSIONAL BELIEFS OF FUTURE TEACHERS
BASED ON VARIATIONAL MODELLING**

Oripova Nodima

Candidate of Pedagogical Sciences, Associate Professor,

Karshi State University, Karshi, Узбекистан

E-mail: n_oripova@mail.ru

Abstract

This article presents the views and opinions of foreign scholars on variational modelling, scientific research and mechanisms for the formation of pedagogical professional beliefs of future teachers in the process of variable education.

Keywords: modelling, variable education, pedagogical modelling, state and society, continuing education, family, university, staffing, professors and teachers.

Introduction

Variable modelling of the pedagogical process is one of the urgent tasks of modern education. This issue has been studied in more depth in many developed countries in recent years. Pedagogical-psychological features, content, organizational forms of variable education were developed by CIS scientists A.S. Asmolova, V.N. Averkina, A.V. Zolotareva, V.G. Kulikova, Y.S. Turbovskiy, A.M. Sirulnikova, V.V. Pikan, E.V. Kleymenova, I.A. Galatskova, E. I. Sanina, A. M. Maskaeva, AG Asmolov, V.A. Levin's scientific works.

Analyzing the research and studies of the above scientists, we considered that variable modelling should be carried out on the basis of the following requirements:

1. Descriptive - It is envisaged that the various disciplines taught at the university will be formed based on the needs of the speciality and the opportunities and problems of local areas, and their description, curriculum, science programs and forms and methods of teaching.

2. Applied - includes stages of introduction of a variable form of education. This section should consist of the following three steps:

The first part - students are provided with a list of alternative subjects, and a survey is conducted among them to clarify the subjects taught. The second stage involves the



process of implementing variable learning. In the process, students can also choose the form of teaching. For example, traditional lectures, discussion-problem lectures, problem-based active practical training, practical training, individual electives and others. The third stage is the formation of mobility of students in relation to the educational environment and the formation of practical skills in them.

3. Analytical. Students' grades in various subjects are compared with their grades in the compulsory subjects block. In general, the individual achievements of students are diagnosed. The knowledge, skills and abilities acquired by students in the final result-assessment stage are divided into low, medium and high levels according to the criteria of motivational, cognitive and creative assessment.

We know that any process develops on the basis of a certain mechanism. The following should be recognized as model mechanisms in the modelling of the process of formation of professional beliefs in future educators: the state and society, continuing education, family, university, customer, professors and teachers. These mechanisms interact to drive the process. This means that in this process, the process will be successful only if each mechanism, depending on its function, fully performs organizational, methodological and managerial work. The following are the functions of process mechanisms:

The state and society set clear and long-term requirements for continuing education, family, staff, public organizations and monitor their implementation. It also guarantees the legal, economic and political protection of those working in the field of education, provides employment for students.

The family is the state and society that nurtures physically and mentally healthy children, instill national and universal values in the minds of the younger generation and teaches them to follow them. It also aims to build a healthy lifestyle among young people and prepare them for social life. It is noteworthy that in the family, young people are directed to a certain profession, the belief in the motherland, teachers, the profession is formed.

The university prepares future teachers for professional activity and raises their scientific, political, moral, ideological and legal awareness. It also prepares students for social life and shapes their attitudes and participation in events and processes in society. The university develops students' ability to search and use the information and use the latest technologies. It protects students from various ideological threats and organizes their free time meaningfully.



Personnel customer - employs graduates. Provides recommendations to the university on how to improve the integration between science, education and production, how to teach different subjects. Creates favourable conditions for internships of university students, establishes a teacher-student system.

In this model, as components of the formation of pedagogical professional beliefs of future teachers, we cite the following:

Motivational - it involves the formation of professional beliefs of each student through the development of interest and desire to participate in various disciplines and spiritual-educational activities.

Reflexivity is the ability of a future teacher to focus on the results of his / her work to date, to review and analyze his / her achievements and shortcomings. Its significance is that in the process, the student seeks to enhance their professional knowledge, self-educate, make decisions, and adhere to ethical norms when entering into interpersonal relationships.

Adequacy - it means the development of personal qualities of the student in accordance with the chosen profession. The student's desires, aspirations and interests should be developed in accordance with the chosen profession. For this purpose, it is expedient to form pedagogical images and pedagogical competencies in students in the process of higher education.

Acmeological - to increase the level of theoretical and practical knowledge of the student in the profession and teach him to successfully apply their knowledge in practice, as well as self-development and creativity in professional activities, strengthening the need for the future success of the future teacher on the basis of self-management, spiritual - raising their moral qualities to the highest level. At the same time, another important task of the acmeological component is to encourage students to find their own independent and rational solutions to the difficulties or problems encountered in social life.

Integration means the ability of the student to have a deep understanding of the relationship between the professional and specialized disciplines in which he is studying, as well as the formation of skills and abilities to apply them effectively in the pedagogical process.

Differentiation is one of the main components of variable modelling, which includes the organization of the educational process on the basis of differentiated education. This is the specialization of the learning process in the process of higher education,



in particular, the separation of the system of several elements into qualitatively different parts, consisting of the same learning elements. Differentiation takes place in the educational process in connection with the expansion of the function of a particular form of education, increasing its effectiveness and the distribution of these functions among its components.

Positiveness is to ensure that the mood of the learners is high, preventing a depressed mood in the student psyche. This requirement ensures high efficiency of the educational process, quick and easy acquisition of knowledge and fun lessons. Sometimes students experience a depressed mood for a variety of reasons. In such a process, a skilled educator in various ways overcomes the depressed mood of the students and ensures a high level of mastery of the lesson. In particular, the positive mood of students helps them to develop the qualities of creativity.

Creativity is the process of creating a creative environment for students in the process of varied learning, developing their creativity, inquisitiveness, creativity, supporting creative behaviour, explaining to students that creative activity is an important element of professional-pedagogical activity.

Conclusion

If we focus on these mechanisms and components, it means that the focus should be on developing the beliefs of the future teacher through the formation of professional and personal qualities. In particular, it is envisaged that students will be more interested in the pedagogical profession in the process of higher education, will be able to analyze the level of their knowledge and correct shortcomings in the acquisition of knowledge, spiritual and moral development in accordance with the pedagogical profession.

References

1. Пикан В.В..Технология вариативного обучения. М. : Перспектива, 2008. 144 с.
2. Клейменова Е.В. Педагогические условия реализации вариативного обучения студентов высшего учебного заведения. Автореферат.Воронеж. 2009.23 стр.
3. Галацкова И.А. Моделирование вариативных образовательных маршрутов учащихся как средства обеспечения адаптивности школьной среды. Автореферат. Ульяновск. 2010.27стр.



4. Санина Е. И., А. М. Маскаевалар “Вариативное обучение как одно из направлений модернизации образования”. Москва. Преподаватель XXI века. 2010. №4 7-10 стр.
5. Абдуллаева Н.Ш. Мактабгача таълимни вариатив ёндашув асосида такомиллаштириш. Педагогика фанлари бўйича фалсафа доктори (phd) диссертацияси автореферат. Т.: 2019. 51.
6. Живокоренцева Т.В. Вариативность образования: проблемное поле современных интерпретаций. Вестник ИГЛУ 2012. №4 187-193 стр.
7. Асмолов А. Г. Психология XXI века и рождение вариативного образовательного пространства России. Новое время – новая дидактика: Педагогические идеи Л. В. Занкова и школьная практика. Сборник статей, посвященных 100-летию со дня рождения Л. В. Занкова. – Москва, Самара: Корпорация «Федоров», 2001. – 264.
8. Орипова, Н. (2021). Во ‘lajak mutaxassislarda kasbiy e’tiqodni shakllantirish bosqichlari. *Общество и инновации*, 2(2/S), 525-529.
9. Бугаенко, Т. (2019). Pedagogical conditions of the formation of the individual style of professional activity of future physical culture teachers in the process of pedagogical practice. *Professional Pedagogics*, (18), 116-224.
10. Орипова, Н. Х., & Мухаммадиева, А. (2013). Способы обучения креативности детей дошкольного возраста. *Science and world*, 50.
11. Semenog, O., Yurchenko, A., Udovychenko, O., Kharchenko, I., & Kharchenko, S. (2019). Formation of future teachers’ skills to create and use visual models of knowledge.
12. Орипова, Н. Х., & Собирова, Н. З. (2013). Смысл и сущность понятия убеждения. *Science and world*, 45.
13. Djuraeva, D. D., & Berdiyeva, Z. M. (2016). Cultural heritage as a factor of human development (on the example of Uzbekistan). *Ученый XXI века*, 23.
14. Орипова, Н., & Омонова, М. (2021). Педагогико-психологические проблемы развития адаптивных процессов детей дошкольного возраста. *Общество и инновации*, 2(4/S), 197-200.
15. Бердиева, З. М. (2020). Способы обучения учащихся решению химических задач. *Достижения науки и образования*, (6 (60)), 4-8.
16. Орипова, Н., & Нарзиева, Л. (2020). Социально-исторические и педагогические проблемы овладения профессией. *Экономика и социум*, (12-1), 868-871.