TRAINING OF THE FUTURE ENGINEERING TEACHERS FOR PROFESSIONAL AND CREATIVE COMMUNICATION

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Abstract. The creativity problem in training of pedagogical personnel is one of the actual in modern pedagogic. From that, future teacher is how ready to creative activity, level of its professionalism, efficiency and quality of teaching and educational process depends. In this article approaches to formation at students, future engineers-teachers of skills of professional communication at creative level are stated, parameters and requirements to professional creatively communication are determined, the principles of communication of the teacher with learners are characterized. The special attention is paid to disclosure of a humanistic and moral and ethical orientation of process of training of future engineers-teachers on the basis of use of national and universal values. In article it is allocated optimum conditions, (psychological, organizational, social and pedagogical), promoting development in students of tendencies to creative activity and raising their interest to technologies of effective communication.

Key words: professional and creative communication, training of pedagogical personnel, the engineer-teacher, communicative and pedagogical activity, out-of-class occupations, personal the focused training, the principles of communication, self-education.

In the state educational policy of the Republic of Uzbekistan need of increase of a professional standard of new generation of specialists, strengthening of attention to a creative of the identity of young personnel is accentuated that methodologically and is state important, socially significant, accurate and reasoned designated in works and speeches of the President of the Republic of Uzbekistan I.A. Karimov, in the State National program on training.

The president of the Republic of Uzbekistan calls for creativity in the pedagogical sphere and wishes to scientists, practicing "new creative search and opening" (Karimov, 1997).

In the National program for preparation personnel (Karimov, 1997) installations and reference points on corresponding changes in pedagogical system, training programs, technologies of preparation of pedagogical personnel, on courageous creative search of optimum organizational and pedagogical forms, the advanced pedagogical technologies, nonconventional and new methods, innovative techniques, on use of modern information technological funds, for strengthening of practical aspect of professional pedagogical education, its creative orientation on humanistic, humanitarian and personal focused bases. In the Program in the first row criteria of specialists of new generation high professional qualities and abilities, especially creative and social and communicative are put.

The creativity problem in training of pedagogical personnel gets powerful accent in various state and educational documents. For example, in educational standards, including, on training of bachelors in engineering pedagogic. The priority of out-of-class classes in pedagogical creativity on the basis of the subject "Pedagogical Creativity" rises. With special attention to creative pedagogically communication at high communicative level. By all means taking into account intersubject communication with such subjects, as "Introduction in specialty", "Introduction in the education direction", "Psychology", "Pedagogy", "Pedagogical technology", "Pedagogical skill" and etc.

Future engineers-teachers need training for professional creatively communication at different communicative levels. The successful solution is quite possible as already there are corresponding bases: at the Namangan engineering-pedagogical institute the theoretical and practical directions of creative training of future engineers-teachers, including, in communicative and pedagogical activity are defined; scientists-teachers intensified research of a problem of pedagogical communication (Djarlepesov, 2009);
communication arts with reference to creative communication (Nurmanov, 2010). However professional communication of future engineers-teachers at creative and pedagogical level in different situations and conditions isn't investigated.

In our practice of the teacher and the researcher of a problem "The theory and pedagogics of training of future engineers-teachers to pedagogical creativity", proceeding from extreme relevance of a problem of creative and pedagogical communication, we pay much attention to research of pedagogical bases – theories and practicing, technologies of training of bachelors – students of engineering-pedagogical institutes – future engineers-teachers to pedagogical creativity in communication with students of professional colleges. In the conditions of out-of-class occupations "Pedagogical creativity" (according to the author's program).

In the concept of a problem creativity of professional communication is accented. In conceptual theses the following is allocated:

Problem social and pedagogical, professional personally significant, theoretically important and almost demanded.

Future bachelors – engineers – teachers – teachers of professional colleges prepare not only for creative teaching and educational work, manifestation of pedagogical creativity to training/education of small specialists, but also to creative communication with future learners, fellow workers (the last is considered as an important component of the main problem).

The problem of training of future engineers-teachers to professional creatively communication is solved on methodological, concrete and theoretical, dictionary and conceptual and categorical, theoretical-pedagogical, criteria, special and educational, system and structural, intersubject, concrete and substantial, psychological – psychology and pedagogical, pedagogical – theoretical and practical, procedural and technological, intellectual and creative, creative and communicative, self-educational bases. Surely on humanistic, generally on humanitarian, it is desirable on national and cultural and, certainly, on universal communication bases, with the address to professional and special subject. Within the following directions: communicative and pedagogical creativity in educational process, in nonlearning work on professional creatively communication. In close interrelation of the theory of communication, pedagogical, in particular, with professional practice. At special attention of technology and equipment of creative and pedagogical communication, to its specific contents (in the education directions), practical – to training communicative and pedagogical classes in different types, types and styles, and also typical professional scope of pedagogical communication at demanded communicative level. With a self-assessment reached in professional and creative communication (in the offered parameters).

At students – future engineers-teachers knowledge, concepts, representations, skills and abilities of professional and creative communication with being trained and fellow workers in professional colleges is formed. The creative and pedagogical shape is formed, professionalism increases, the personality is improved. Necessary positions in a solution of the problem of training of future engineers-teachers to professional creatively communication allocated also the following: criteria parameters of this professional and pedagogical communication, the requirement to it, specifics, features and opportunities, the content of out-of-class occupations ("Pedagogical creativity" – the program section – "Pedagogical professional and creative communication"), pedagogical system of training of future engineers-teachers to pedagogical creativity, in particular, to creative communication in working conditions in professional college.

Main requirements to professional creatively communication of future engineers-teachers:
- emotional and positive professional and personal motivation;
- necessary information and informative base – general-theoretical, dictionary and conceptual, communicative, psychological, pedagogical, professional and specific, creative and pedagogical and practical;
- intellectual and creative (works on a subject);
- participation in professional and creative and pedagogical, communicative and educational, rehearsal; training occupations;
- skilled and practical creative and pedagogical communication with being trained and colleagues in professional college (in a series of practical works);
- professional and personal conscious requirements communicative and pedagogical self-improvement with a self-assessment.
In pedagogical system of training of future engineers-teachers to pedagogical creativity considered system and consecutive and procedural and pedagogical, structural and substantial and creative and activity approaches to a solution.

The successful solution of the problem of training of future engineers-teachers for professional colleges to pedagogical creativity - professional communicatively to communication is promoted by the accounting of the principles defined by us, factors and conditions.

Basic principles: accounting of modern methodological positions and requirements for training of pedagogical personnel; activization and development of creative and pedagogical potential of future engineers-teachers; their communicative and pedagogical communication; unity of professional pedagogical education, training, education, all-arts, psychology and pedagogical and professional education; integration of a training and non-learning material, theory and practice of creative and pedagogical activity, pedagogical approach and technologization of educational and educational process. Humanistic, moral and ethical orientation of creative and communicative training of future engineers-teachers, its secular, creative and pedagogical and social and active character; use of a historical and pedagogical, national and traditional and universal material on ethics esthetics of the communication specific in the conditions of professional colleges; principle "self": educations – improvement in the sphere of professional creativity, pedagogical communication.

Factors: methodological, motivational, psychological, psychology and pedagogical, special and profile, pedagogical (theoretical-practical), system and structural, program and substantial, organizational and administrative, technological, emotional and informative, intellectual and activity and creative, creative and pedagogical and innovative and methodical, didactic, social and communicative, self-improvement, criteria and productive.

Optimum conditions: the psychological – emotional and psychological – taking into account the age characteristic of students, the chosen profession, specialty, profile education; the pedagogical – accurate definition of the purpose, tasks, orientations of studied process, system and structural and technological approach to a solution; use of effective organizational educational forms, nonconventional and new methods, innovative technique, optimum means, including, modern and information, examples of pedagogical creativity, professional and communicative communication of the teacher-engineer in working conditions in professional college; environmental and social and pedagogical conditions in training of future engineers-teachers for pedagogical creativity, professional creatively to communication with pupils and teachers of professional colleges.

Training of future engineers-teachers for professional creatively communication is put in a row status social and pedagogical problem. There are all bases for its theoretical-practical decision. At the Namangan engineering-pedagogical institute training of future engineers-teachers for professional creatively communication at high communicative level is investigated actively and very productively within a monographic problem – "The theory and practice of training of future engineers-teachers to pedagogical creativity".

References