TRAINING OF FUTURE TEACHERS BASED ON THE CULTURE OF INTERPERSONAL RELATIONS

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Abstract. One of the actual problems of training of pedagogical personnel is education of culture of communication of future teachers. In this article main objective of system of the higher education which consists not so much in selection and systematization of scientific knowledge, how many in their application in practical activities are considered. For future teacher the problem of completion of a gap between culture and the being formed personality is represented especially important. In this regard the author opened essence of the interpersonal relations and interaction, need of mastering by future specialists in the field of pedagogic culture of the interpersonal relations according to universal humanistic values is proved; mechanisms of formation of the identity of students, in particular through establishment of the interpersonal relations are designated, modernization is more whole than education, formation of key basic competences at future teachers.

Key words: pedagogy, competence, formation, future teachers, pedagogical education, professional and pedagogical competence, communication, practical activity.

Efficiency of formation at future teachers of the system of professional and pedagogical competences within pedagogical education in many respects depends on opportunity to carry out diagnostics of level of their formation both external specialists, and the teacher. Therefore, within modernization of pedagogical education it is necessary not only to develop model ideas of system of professional and pedagogical competences of the teacher, but also to offer pedagogical community tools of diagnostics of their formation at the teacher.

It is necessary to emphasize that both the system of professional and pedagogical competences, and technology of their diagnostics shouldn't be characterized by excessive complexity, but, at the same time, it is important that the system of professional and pedagogical competences met the completeness requirement, and technologies of diagnostics of level of their formation were adequate and effective.

The subject indicator of competence assumes that the teacher:
– knows the maintenance of a subject of professional activity carried out by it;
– it is characterized by existence of the created skills of research activity within subject domain;
– understands the main tendencies of development of the subject contents in a profession;
– considers own improvement in aspect of the subject content of professional activity carried out by it as personal and significant value.

The methodical indicator of competence assumes that the teacher:
– shows abilities, taking into account modern achievements in the psychology and pedagogical science, connected with adaptation and structuring the subject content of professional activity according to specific and age features of learners / the being trained;
– knows the main methodical systems, and also possesses experience of their application in aspect of realization of a subject component of professional activity;
– differs readiness for development and deployment of methodical providing a subject component of professional activity;
– during the planning and realization of process of training relies on the key principles of didactics (systemacity, scientific character, availability, theory and practice communication);
– differs aspiration to a reflection of own methodical achievements, their presentation in professional community.
The offered system of professional and pedagogical competences is necessary and sufficient, however, opened to change.

Formation of this system of professional and pedagogical competences within pedagogical education should be carried out, relying on the principles of modernization of pedagogical education formulated above.

In the conditions of modernization of higher education by the objective requirement to pedagogical activity there is a realization of bringing-up training during which the teacher, solving educational problems, consciously sets and realizes the purposes of education of moral, socially active, professionally competent and spontaneous identity of the student.

Structural components of readiness of future teacher of higher education institution to realization of bringing-up training as personal quality are professional knowledge, professional abilities and the valuable relation. Components of professional knowledge and abilities is a volume of knowledge and abilities according to the theory and a technique of realization of bringing-up training in higher educational institution; component of the valuable relation – call of duty and responsibility of future teacher for education of student's youth.

All process of our history, evolution of a civilization and economy confirms need of an advancing development of education. Today for achievement of this need of search of the new pedagogical technologies promoting origin and development of new types of relationship between the teacher and students becomes more whole an objective factor, as a result, revision of traditional didactic system, revaluation of approaches to a choice of means and methods of interpersonal relationship is required. We will note, the interpersonal relations are subjectively endured interrelations between the people, objectively being shown in character and ways of the mutual impacts which had by people at each other in the process of joint activity and communication.

We understand as culture of the interpersonal relations valid the attitude towards the person in the process of interpersonal interaction according to universal humanistic values. The developed culture of the interpersonal relations acts regulative behavior of the person in educational process and is one of important components of social and moral development of the personality. The culture of the interpersonal relations is necessary for adaptation of the personality in society; it positions the person as the highest value in the process of the interpersonal relations. Extent of mastering the person culture of the interpersonal relations characterizes it as the personality developed in the social and moral plan and serves as criterion of development in it the human beginning. Successful training of future specialist demands certain pedagogical efforts on the organization of activity of collective, maintenance of a target orientation, coordination of group activity. As the main mechanism of formation of the personality is the group of contemporaries, is quite natural that student's collectives which the youth carries out a considerable interval of the life, brings up it and gives certain "baggage" in life. Whatever independent was the person, whatever mature thinking he possessed at the time of receipt in higher educational institution, life in collective forces it to come to certain conclusions, to make important decisions for itself, to make a decisive choice.

The changes, occurring intensive rates in modern society, demand from higher educational institutions to prepare is high-quality and multilaterally educated, who aren't lost before a choice of optimum ways of self-development and the self-improvement capable to cooperation, work in team, mobile, constructive, ready to flexible adaptation in various vital collisions, able to acquire necessary knowledge, to put them into practice at the solution of various problems throughout all life, taught independently and critically to think, distinguish difficulties and to be able to find ways of their overcoming, capable to the creativity, able to generate new ideas, to be sociable, tolerant, and also to work over development of own moral, intelligence, cultural level. To come to such result of professional training of specialists probably having revised the content of education through a prism of competence-based approach. Need of inclusion of competence-based approach in an education system is defined by change of an educational paradigm occurring now.

The new educational paradigm assumes qualitatively new purposes of the education, the new principles of selection and systematization of the knowledge not so much expanding volume of professional and general scientific knowledge, how many defining other their communication and a different way of formation and functioning in practical activities.

To future teacher the right to define intellectual, moral, cultural levels of society is substantially granted. Quality of any other specialist depends further on his vocational training. First of all, the special attention of
society to pedagogical education and requirements which it imposes to level of teaching in any educational
institutions is explained by it.

Special relevance of change in professional training of modern specialists gains in a context of training of
future teacher because representatives of this profession have to not only possessed these characteristics, but
also to be ready to activities for formation key (basic, the general) competences at younger generation. Uniqueness of pedagogical activity that it is urged to meet as though a lack, a gap between culture and the
being formed person: to help it to make that it isn’t able to do yet; to give personal sense to that for the
forming person doesn't make still any sense; to interest in that while for the child doesn't represent any
interest; to solve problems to which decision he is absolutely not ready and for this purpose he should make
transition to absolutely new forms of activity.

Updating of the contents and technologies of education is the solution of this task. For realization of this
purpose of education the specialist of a new formation who is capable and ready to realize new installations in
the field of education is necessary. In the light of new prospects the teacher can't carry out a role of the
translator of knowledge any more, its role seems much more widely, the teacher of new type has a broad
outlook, it isn’t organic the subject sphere, this is highly moral, cultural person of the humanistic direction
giving the chance and helping with individual development of each learner. From level of professional
competence of the teacher, spiritual development of modern society, results of social activity and shape of
younger generation of youth directly depends on his civic stand.

Proceeding from above told, it is possible to conclude that as a system forming core of professional
training of future teachers of technology the psychology and pedagogical and methodical block of disciplines
acts and high educational training of future teacher of this direction to us seems based on the base of
competence-based approach, and, therefore, future teacher should be taught: to statement of the pedagogical
purposes, as projects of formation of competence, and not just orientations in some subject sphere (in the form
of knowledge, abilities, skills); has to own effective diagnostics of a situation of development of the
personality; to be able to carry out an assessment and design of mechanisms, resources of its development;
possession of pedagogical technologies is necessary; cooperation of the teacher and the student in
implementation of social and moral and humanitarian projects; to presentation of new cultural experience in a
context already developed, learners of existential problems already staticized in consciousness that turns
educational process into natural self-development; to creation of the author's pedagogical system.

However, the maintenance of pedagogical education is far not in full degree of identically that
professional reality which in practice will face future teacher.

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