PEDAGOGICAL EDUCATION IN UZBEKISTAN

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Abstract. Current stage of the world community development is characterized by rapidly expanding innovation processes, and innovations are acquiring the status of general indicator of cultural development. Terms for progress are readiness of social and individual consciousness for change in all spheres of society life and acceptance of the new as values. Consequently, modern educational policy should be aimed not only at improving the level of education. It should be designed to create a new type of intelligence, a new way and a method of thinking, adapted to the rapidly changing realities of the world – social, economic, technological and informational.

Keywords: innovation, human resources, educational policy, pedagogue, pedagogical education, professionalism, development, self-dependence.

Introduction

In modern civilization reforming the educational system has become an urgent problem in many countries. The main reason for reforms was the need of educating people with planetary thinking, able to actively participate in the socio-cultural process, changing themselves and their environment. It is education as a field, most closely associated with the formation of human personality, the most important factor of economic and social development. A key figure in this field is a pedagogue – a competent expert with a broad outlook in the various fields of knowledge, socially mature, and with creative personality. Pedagogical education is a foundation of the education system as a whole.

Method

According to new sociocultural paradigm personality is seen as an active subject capable of acting on social development, creating the spiritual world of science, religion, culture, moral norms, set new directions for social development. In this regard, education starts to play priority role in the social progress. The primary task of education is the formation of person’s such qualities that would allow him not only to exist comfortably, adapting to rapidly changing social conditions, but also to overcome difficulties associated with the perception of innovation, to create a qualitatively new social space.

It follows that the key concept of the educational systems of the world today is the development as an alternative to the concept of “education." Almost all developed countries have already recognized the need to reform their education systems so that student become an active figure of the educational process, and teachers focused on cognitive activity of students, i.e. the process of learning, rather than the sum of knowledge. According to M.A. Kholodnaya, E.G Gelfman and proponents of their theory of intelligence in shaping the criteria for assessing the effectiveness of educational processes it is necessary to consider intellectual competence, initiative, creativity, self-regulation, the unique mindset that represent a certain system of intellectual qualities that characterize the level of development of individual intellectual capabilities [Kholodnaya & Gelfman, 1998, p. 54-60].

Education in Uzbekistan is a priority function of the state, whose policy is to form an active, independent, purposeful and responsible person who could successfully perform a variety of vital roles in today's rapidly changing world. System of education naturally adapts to situational and future needs of the labor market and focuses on the formation of the ability to productive work and social partnership.

It is schools that prepare a person to be active in different economic, cultural and political life of society. Therefore, the role of the school as a basic element of education is extremely important. School’s ability to respond flexibly to the demands of society, while maintaining a good experience, is of great importance.
General Discussion

However, not all school and university employees quickly react to changes in socio-economic, scientific-technical progress. Some educators and now adhere to the conservative paradigm of teaching "teacher - textbook (read: system of teaching aids) - pupil". This system focuses on teaching, and the central role of a teacher in the pedagogical process. Pupil serves primarily as an object of this activity. All statements that the student should become the subject of the process in practice are not sufficiently implemented.

It is therefore important that philosophical paradigm about democratic society "man – society – the state" was implemented in all areas of society and, in the first place, in the education system, and especially – in the system of pedagogical education.

Modern society of information technology to a much greater degree (compared to the industrial society of the late XIX – the mid XX century) interested in seeing that its citizens were able to independently and actively act, make decisions, flexibly adapt to changing conditions of life. Hence the modern information society puts before all types of educational institutions the task of preparing graduates who are able to:

- flexibly adapt to changing situations, skillfully apply independently acquired knowledge into practice to solve various problems so that to find his lifelong place in it;
- independently critically think, see emerging problems in the real world, search and find rational ways of solving them, using modern technology; clearly understand where and how their acquired knowledge can be applied in the reality around them, generate new ideas, and think creatively;
- work competently with the information (to be able to collect the necessary facts to solve a particular problem, analyze them, hypothesize solutions, make necessary generalizations, comparing with similar or alternative solutions, set static patterns, make reasoned conclusions, apply them to identify and address new problems);
- be sociable in various social groups, work together in different areas, in different situations, while preventing or skillfully avoiding any conflicts;
- work independently to develop own morals, intelligence, and cultural level.

This is the imperative of our time. Uzbekistan schoolteachers come to similar conclusions which has already found a constructive solution in specified requirements of the state educational standards, periodically updated curriculum based on the principles of continuity, textbooks and manuals, and most importantly – in the style of lesson plans and activities. In implementing the new fundamental social order of the educational system, we rely on the fundamental principles framed in the Law "On Education" [1997, p. 20-30] and the National program on cadres training [1997, p. 32-61]. This, first of all: the prestige of knowledge, education and high intelligence; reveal of human capabilities and satisfaction of his diverse educational needs; the formation of a rich world, high spirituality and culture; national orientation of education enclosed in its organic unity with the national history, folk customs and traditions of the people of Uzbekistan; continuity of training and education; continuity and succession of all links parts of the educational system.

State educational standards include not only training of highly qualified specialists in a particular area, but the formation of broadly educated creative people which is not possible without deep knowledge of the fundamentals of science.

Fundamentalization of pedagogical education promotes critical thinking and creativity, and provides effective integration of humanities, natural sciences and professional knowledge.

Humanization of pedagogical education should be aimed at the revelation of abilities and satisfaction of diverse educational needs of students’ personality, ensuring the priority of universal human values, harmony between man and the environment.

Humanitarization of pedagogical education provides the formation of students' holistic picture of the world, high spirituality and culture. Humanitarization of education is about saturation by its components of ethical (moral), aesthetic, ecological, economic and right education regardless of the profile and specialization areas of pedagogical education.

Succession means that on organizational and substantive level exit of the previous stage of pedagogical education should be "contacted" with the next stage. As a result of the succession, the interconnection and interdependence of all levels of pedagogical education are provided.

Normative and scientific-methodological foundation of pedagogical education’s organizational succession stages are:
– integrated state educational standards, curricula and programs to ensure close inter-subject and interdisciplinary communication;
– a systematic approach to determining the content of educational programs;
– psycho-pedagogical and methodological coordination of the educational institutions’ educational process in various stages of pedagogical education.

Universality of education is to enable the most complete set of disciplines that ensure the unity of professional and general cultural aspects of future teachers’ basic training.

It is the realization of state policy in the sphere of education involves the expansion of individual freedom, and hence the increase in man's responsibility in determining their own destiny. First of all, it concerns the teacher's personality. Educational activity requires constant human creative readiness, continuous self-realization and self-development. The teacher works with children who have unique individual characteristics. Therefore, the most important key to the success of the teacher is high and constantly developing personal potential. Today professional semantic potential of teacher’s personality is recognized as fundamental basis which determine humanistic orientation of outlook, actions and behavior of the teacher, his high adaptability, the ability to creatively self-actualization and spiritual self-development. In this context, following possible didactic models reviewed.

1. Communicative model aimed at the formation and development of the most important professional and semantic orientations (personal values, outlook, the meaning of life), as well as foundations of creative competence of future teachers in the process of live communication between teacher and students, imbued with understanding.

2. Active-search model of professional-semantic development of a future teacher’s personality is aimed at becoming a pillar of his competence by organizing search and semantic activity of students on practical and extracurricular activities, in the process of self-teaching and research.

3. Reflective model of personality development of future teachers is aimed at the formation of his professional sense of the self, the development of abilities to professional self-determination and self-development. Reflexive model provides students and teachers with opportunity to comprehend themselves in the face of environmental and social reality, to seek answers to many exciting life and professional issues.

4. Simulation model of professional and semantic development of the future teacher’s personality is aimed at becoming a pillar of his semantic-oriented and semantic-regulating competencies, as well as basic value-oriented and professionally indirect personality traits.

Situational-role-playing, constructive-role-playing, activating processes of empathy, compassion, personal identification, growth, development, self-improvement of main human needs can be used. All this prompts the student as the subject of educational and educational process to independent, bold, proactive, creative and thorough decisions, let it be in conditional-game situation, but liberating his evolving personality.

5. Active-practical model has the same target orientation as the previous one, but is carried out by organizing independent professional-semantic activities of students during pedagogical practice.

6. Model of professional-semantic self-development, first of all, on the formation semantic-creative competence of the future teacher. This model is final, and summarizes, consolidates the results of the use of all previous models and marks the transition from the development of student’s professional-semantic potential in pedagogical HEI to professional-semantic self-development of a teacher in the independent professional activity.

Employees of Uzbek Scientific-Research Institute of Pedagogical Sciences named after T.N. Kari Niyazi prepared and published an expanded version of the conceptual model of learning by developing skills of self-expression and self-realization of students as conditions of preparing the younger generation for the challenges of the twenty-first century [2011b, p. 13-107]. This model is revealed in the complex of main components of methodological, social, psychological, informative, educational, procedural, cultural, monitoring-evaluating, personnel and managerial nature, which provides a systematic approach to the formation and development of skills of self-expression and self-realization in the XXI century students in schools, colleges, lyceums and universities, i.e. at each step of continuous education.

Study period at HEI is a time when the basic value system, life positions, attitude to reality as a whole and to profession in particular are formed. Therefore, it is necessary that during this period pedagogical education in its content was practical by human nature, anthropology, and a kind of pedagogical
anthropology. Main provisions that are starting points to develop and modernize the content and structure of vocational pedagogical education – are:

– continuity of vocational and educational training of person-centered nature;
– the priority of the object theory of professional activity;
– unity of theory and practice;
– succession and integration to build theoretical knowledge and practical skills;
– teaching technologies of creative solutions for standard and special professional tasks;
– teaching to diagnose and study the status of the pedagogical process and the use of these results in educational work.

Through application of the acquired theoretical knowledge into practice the technology of professional activity of future teachers is formed and the foundation of professional consciousness is built.

The most important aspect of the pedagogical education content is to enrich the creative potential of teachers based on the national spiritual culture, knowledge of the basics of traditional pedagogy in coordination with the history and culture of other people of our country and humanity in general.

Set of specific goals will give a holistic nature to the process of teacher training through the use of capabilities of each subject, as well as complex of psychological and pedagogical disciplines.

Life proves that professional activity is defective if it is based only on the reproduction of once acquired working methods. Such activity is defective not only because it does not use objectively existing opportunities to achieve higher educational outcomes, but also because it is not provide the development of the teacher personality. The teacher, who is in a constant search, much faster reaches higher levels of pedagogical skills and professionalism. Creativity is inseparable from the research. Creative activity goes into research whenever teacher decides to summarize his experience, apply the experience of his colleagues or new technologies, knowingly uses research methods that enable to obtain objective data on the results of his creative work.

Solution of research problems today is seen as not just the right of the teacher, but also as his professional duty in the context of integrating research with educational process.

Research activities, operations should be part of generalized professional skills of the teacher. However, teachers are experiencing significant difficulties in the restructuring and organization of their research activities. The reasons for this lie in the current practice of training future teachers in HEIs, which does not provide the formation of necessary skills and experience to perform research activities.

Modern pedagogue-professional should be able to carry out research activities in the solution of following tasks:

a) analysis of the situation of education and training or highlight problems in it;

b) planning to work with students;

c) assessment of the usefulness and effectiveness of technologies, methods and techniques selected to resolve specific pedagogical problems or research tasks;

d) collecting information on students, educational and social space;

e) search for means to enhance cognitive and creative abilities, and skills of self-expression and self-realization of learners;

f) development and implementation of innovative technologies into one’s own professional activities.

The process of formation of future teachers’ preparedness to research activity has resulted in a qualitative change to a higher level. Such transition is impossible in the associative-reproductive form of education; it requires the organization of educational process in activity-related forms.

Modern education in Uzbekistan is developing rapidly in several directions – first of all, modernization of the content of education, development and introduction of modern technologies in the learning process, ensuring conditions for productive, subjective self-realization of the learners. Built a new type of education that stipulate a shift of information paradigm to activity-semantic one is formed which in turn necessitates the formation of students’ abilities to think critically and independently, to analyze the conditions of plan implementation, generate new ideas, predict, and to be sociable.

Conclusion

An essence of processes of educational reforms (including pedagogical as well) in Uzbekistan as a result of implementing National Program on cadres training is boiling down to cardinal improvement of human
potential in the system of pedagogical education, enhanced prestige of the profession of an educator, teacher and researcher, building of a system of continuous pedagogical education in line with the trends of the world educational space in the context of stable development of society.

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