



## MODERN APPROACHES TO THE DEVELOPMENT OF THE TEACHER'S ABILITY

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**Abstract:** The article presents the features of the implementation of axiological, cultural, activity, acmeological and competence approaches, in their organic unity, in the process of professional training of a teacher.

**Key words:** cultural approach, axiological approach, professional training, activity approach.

### INTRODUCTION

Modern conditions require changing the requirements for the quality of professional knowledge, skills, and abilities of future teachers, increasing the creative component in all spheres of human activity, “the social-role way of organizing life is being replaced by a socio-cultural principle of being, more adequate to human nature and turning him into a subject of society and culture, realizing himself in the fullness of his own essence” [4]. In these conditions, the humanitarian paradigm with an understanding of the need for the development of the individual, his morality and spirituality is becoming especially relevant.

### MATERIALS AND METHODS



In the pedagogical environment, the formation of spiritual and moral guidelines of the younger generation occurs in the context of nurturing a value-based attitude towards world culture in general and the diversity of national traditions of specific regions in particular. In this regard, one of the relevant approaches to the preparation of future teachers at a university is the axiological approach, which is based on humanistic, spiritual, moral and cultural values as meaning-forming dominants of education.

## RESULTS AND DISCUSSION

The study of values in the educational process occurs within the framework of pedagogical axiology, which scientists define as the science of educational values. Axiology studies issues related to the nature of values, their place in reality and the structure of the value world, i.e. the connection of various values with each other, with social and cultural factors and the structure of personality, and is the theoretical basis of the axiological approach. A teacher who transmits values into the educational space, regardless of the specifics of his activities, is able to prepare the ground for the formation of the civic position of students, the development of their intellect and creative thinking, culture and morality based on universal human values [7]. The axiological approach underlies the study of values as meaning-forming dominants of education. The patterns of functioning and evolution of value guidelines of society, being realized in pedagogical processes, lead to an understanding of the priority of cultural universal human values and their integration in aesthetic education. The implementation of this approach in education is associated with the problem of development and self-development of national and universal human values in the sphere of material and spiritual culture of the younger generation. Pedagogical activity contributes to the creation of conditions under which the acquisition of universal human culture, awareness and self-realization by pupils of their needs, interests and abilities are achieved. The values of culture are contained in ideals, goals of activity, life attitudes, are embodied in cultural traditions, and become the core of this culture.



In the process of professional development, universal human values should not only be understood, realized and recognized by the individual, but also become a system of personal guidelines in professional self-improvement. Among the priority values of pedagogical activity, the following can be distinguished [1, 45-46]:

a) social values (the importance of pedagogical work, the teacher's responsibility to students, parents and society, expanding the creative self-realization of the teacher);

b) psychological values (the opportunity for co-creation with teachers, colleagues, children, self-affirmation in pedagogical communication, love for children, the opportunity to self-realize one's creative ideas, reveal one's individuality);

c) professional and pedagogical values (the possibility of mastering new methods and technologies of professional growth and self-improvement of pedagogical skills);

d) aesthetic values (cultural meanings of the individual, cultural patterns passed down from generation to generation, imprinted in educational relationships, pedagogical theories. In introducing students to aesthetic values, it is necessary to form aesthetic knowledge, ideals, aesthetic attitude to reality; to cultivate aesthetic culture; to introduce to mastering the aesthetic and cultural heritage of the past; to develop aesthetic feelings; introducing the student to the beautiful in life, nature, work; to develop the need to build life according to the laws of beauty).

Following these guidelines of pedagogical activity, it is necessary to see in each student a personality as a universal value, to lead him into the world of culture and to create conditions for his self-development and spiritual self-creation. Despite the fact that values are subject to change over time, it is necessary that value orientations be shifted to the development and self-development of the qualities of the personality, its culture. Many scientists rightly note that the cultural wealth of the personality depends on the inclusion of values in personal activity, and notes the need to form a personality as an active subject, creator and bearer of cultural values. Values have the property of lining up in hierarchical chains, inherent in a person in each specific period of his life and formed in accordance



with the level of his spiritual and moral perfection and social conditions. These values act as a criterion for assessing reality and a source of meaning-forming basis for the subject's activity. In this context, an important pedagogical task is to model an educational environment in which objective values are translated into subjectively significant, stable life guidelines, value orientations, and meanings of an individual's professional activity [6]. An important factor in the formation of pedagogical values of a future teacher in a university setting is the strengthening of the humanitarian component of the educational content. Humanitarianization of education involves isolating humanitarian knowledge, reflecting the inner world of a person and his or her activity in the spiritual sphere, from social knowledge that reveals the objective aspects of the functioning and development of society. The goal of subject disciplines is not only intellectual development, but also the formation of semantic attitudes and value-emotional attitudes of students to creative and productive pedagogical activity. Its humanistic parameters stimulate the need of future teachers to organize the educational process based on empathy, tolerance, development of positive attraction, and creative solutions to emerging professional problems and situations in the context of the pedagogy of success.

From the standpoint of the axiological approach inherent in humanistic pedagogy, the teacher must see in each student an individual as a universal value, whom he must introduce into the world of culture and create conditions for free self-development and spiritual self-creation. The implementation of the axiological approach in education is associated with the problem of the development and self-development of universal and national values in the sphere of material and spiritual culture of the younger generation. A teacher with a high level of subjectivation of pedagogical values is able to integrate the achievements of universal culture into the educational environment, promotes the awareness of the pupils of the need for creative self-realization, development and self-development of the best personal qualities and cultural preferences [6]. An important prerequisite for the development of the personality of the future teacher is the cultural approach. The cultural



approach is implemented in the context of a general philosophical understanding of culture. At the same time, researchers note that it is culture that is the source that feeds education, since it is the concentration of the entire heritage of mankind, a treasury of moral wealth, the driving force of evolutionary development [2]. The cultural approach allows us to consider a person as an active, creative, free personality, this is a “humanistic position that recognizes a person as a subject of culture, its main character.

### CONCLUSION

The approaches described above in the process of training a future teacher should be considered in their interconnection and interaction; they complement and interpenetrate each other. An analysis of modern approaches in the system of higher education allows us to conclude that the process of professional development of the personality of a future teacher should be considered in the context of his general cultural development with the dominant role of creative activity.

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