

DEVELOPMENT OF SOCIAL-PROFESSIONAL RESPONSIBILITY OF FUTURE TEACHERS AS A COMPONENT PART OF THE PROFESSIONAL CAPACITY

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Abstract: in this article , social, family and personal development of future teachers through social and professional responsibility the component of professional competence, the sense of socio-professional responsibility, the development of civic educational qualities, the issues of raising a mature generation with intellectual potential, moral education, knowledge, discipline, and spiritual maturity of students are highlighted through the means of pedagogical influence.

Key words: professional ability, education, social, moral education, enlightenment, professional responsibility, perfect generation, spirituality, talent

Today, as the most important task in the development of society, the issue of training socially and professionally responsible personnel is considered as the most urgent task of the higher education system. In the period of reforms in our country, it is of particular importance for the future cadres who have "New Uzbekistan, a new worldview" as their main goal, to be able to take responsibility for the development of the society and show their initiatives in the way of the development of the society. One of the important tasks of the educational system is responsibility. Because the complex of social, cultural, economic and environmental factors is distinguished by the impact of students on the environment. According to the opinion of research scientists, responsibility is part of the professional competence of a specialist in any field and the quality of a mature person.

In addition to the educational, moral, pedagogic and psychological aspects of developing a sense of social and professional responsibility in students of higher educational institutions, the professional ability also develops in demand. Therefore, it is important that the sense of social and professional responsibility is resolved in the student's self-concept. That is why the development of students' self-thoughts, ability to observe, the ability to understand the real cause and possible consequences of one or another actions and events related to them is considered as an urgent task for pedagogues.

First of all, in the development of social and professional responsibility, the will qualities, professional ability, and creativity of the requirements are of great importance. Because, in the development of self-awareness of the student in the

process of social activity, the qualities of the following pedagogical professional competence have an important place. they are

- a) way of mental self-analysis;
- b) mental self-observation, the ability to objectively observe happening events;
- c) mental self-control - the ability to accept what happens to the personal "I" from its own position;
- g) mental self-correction and development, building one's life on the basis of acquired mental skills, feeling one's own feelings takes an important place.

For example, in the development of a sense of social and professional responsibility in students, the development of self-awareness, the method of possible forecasting, the development of personal responsibility in emotional and spiritual terms, and the desire to foresee the results of actions and activities are important. Because the student's actions not only create the ability to understand the current and future events, but he also worries about his morals and responsibilities, sees the basis of freedom as an opportunity to influence his inner world. Therefore, in this, considering personal responsibility as the subject of one's life, one is free in one's own choice of decision-making, always responsibility, independence, striving for self-development and personal growth occupy an important place.

Analyzing the issue of developing a sense of social and professional responsibility in students, in pedagogical research, the factors for the development of the student's sense of personal responsibility, mental potential, healthy worldview, regulatory and legal aspects are considered as a characterizing feature of a person. The sense of responsibility plays an important role in the organization. The President of the Republic of Uzbekistan, Shavkat Mirziyoyev , expressed the following opinion on the issue of socially responsible education of the young generation: "When talking about the education of the young generation, I would very much like that each of us, especially our sons and daughters who are coming into life, follow these thoughts of our grandfather Abdurauf Fitrat. Here is what our great ancestors wrote: It is up to the people to move towards a clear goal, to become statesmen, to be happy and to be respected, to be worldly, or to be humiliated by being weak, to bear the burden of misfortune, to be neglected, to be subordinated to others, and to be slaves and captives. "It depends on the education they received from their mothers in childhood ", and at the core of any society, the issue of responsible upbringing of the next generation has taken an important place in all eras. The scientists R.Kh.Djuraev , V.Slastenin, K.Rodgers , who conducted research within the scope of this issue, focused on the issues of developing professional knowledge and skills, professional responsibility of future teachers, i.e. students.

R.Djuraev focused on the issue of the education of the younger generation: "in the organization of the educational process, it is not necessary to force students, but to organize socio-political and educational work according to the purpose, but to take a creative approach, taking into account the individual characteristics of each student. being a role model at work, understanding demands and needs, strict adherence to discipline, applying scientific-theoretical knowledge in practice[98]" is the most important factor.

V. Slastenin touched on the methods recommended for use in the process of developing a sense of social and professional responsibility, and based on his pedagogical ideas, by method we understand the professional interaction of pedagogues and students in order to solve educational tasks. The table presents a system of general ways of implementing the entire pedagogical process and methods, which we include in the MTJ model.

The main ways of developing a sense of social and professional responsibility in students are as follows: it is necessary to analyze the forms of desire, sympathy, understanding, trust, discussion, reprimand, criticism.

1) Discussion as a method of involving students in the process of truth-finding allows to form a position on the person, various events, and the attitude to problems, as well as to develop a collective opinion. It allows you to express your point of view, forms the responsibility of the participants of the discussion. In addition, students learn the culture of discussion, conflict, communication, conversation.

2) Understanding creates a unique psychological-pedagogical atmosphere of mutual accommodation and sympathy. friendly atmosphere encourages openness of students, removes mental barriers, creates conditions for successful implementation of pedagogical influence.

3) Trust is a method of engaging learners in life situations where independent, responsible action, full self-control is in front of them. Pedagogical trust reveals the inner spiritual potential of a person, in a state of trust, a person tends to manifest his good qualities as a rule. It builds trust in the relationship, strengthens the relationship between the teacher and the student. Confidence strengthens spiritual independence, leads to higher moral values. The state of trust reveals to the teacher the personal qualities of students.

4) Stimulation consists in encouraging active action as a method of confidence. External pedagogical stimulation gradually turns into an internal opportunity for self-stimulation. This method is usually used in the form of spiritual support to develop spiritual needs, truthfulness, and healthy self-love. Motivation determines the reserve of natural internal spiritual forces in a person, shapes the orientation of a person.

5) Empathy is the method of tactically expressing to teachers their feelings about the experiences of students, their failure or unpleasant situations. It is very important for the development of the correct attitude of the person towards himself, as well as for the formation of empathy. According to pedagogues, empathy as a method of trust ensures a step-by-step transition from compassion to real active help of others, shows a responsible attitude, takes responsibility for others.

6) Reprimand is a method of tactical warning, prevention and stopping of possible unethical actions. With the help of reprimand, the educator can demonstrate the possible results and consequences of irresponsible or unethical behavior. For the purposes of reprimanding, it is necessary to introduce students to relevant literature, conduct preventive conversations, talk about prohibitions and norms, rules of conduct. With the help of reprimand, the pedagogue focuses on understanding the possible conflict between immoral desires and actions. When choosing the content for such activities, it is necessary to take into account the level of development of students, their individual, age characteristics.

7) Criticism is a method of identifying, analyzing, and revealing the mistakes, thinking, and behavior of students and pedagogues. Criticism helps to assess oneself correctly, encourages commitment, behavior, and a responsible attitude to actions. Tactic criticism can be considered a form of control or self-control by the teacher. Criticism develops the skill of self-control and forms the internal responsibility of the teacher and students.

, K. Rogers fully expresses himself and consciously shows his responsibility in the field of individual experience. The content of individual experience determines what life problems the individual focuses on. Therefore, as a condition for a scientist to see and understand these problems, the process of educating responsible students should include situations of concern about responsibility.

The development of self-awareness depends on the acquisition of moral self-regulation skills through the understanding of personal responsibility. The essence of this method is to constantly compare one's actions, goals, and interests with the interests of other people. there is a reason to emphasize that. Problem active methods of teaching Inquisitiveness of students aimed at solving problem tasks involves the organization of research activities, which undoubtedly forms responsibility and the learner himself takes the leading place in the teaching process. The methods of encouraging and motivating students of higher educational institutions in the development of social and professional responsibility are very diverse . The dependence of responsibility on the individual characteristics of students and the method of intersubjective trust consists in creating conditions for the manifestation and encouragement of responsible behavior based on the development of empathy, tolerance, humility and other subjective characteristics of students .

Therefore, in real conditions, teaching methods develop in mutual unity. The skills and preferences of the teacher are important. After all, the problem of developing responsibility as one of the important components of the structure of the student-personality is an urgent and insufficiently studied problem of higher education institution pedagogy. The current stage of socio-economic development in our country covers educational features, many spheres of society's life, for example, together with structural changes in the field of education.

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