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THE CONTENT OF PEDAGOGICAL DISCIPLINES AIMED AT CONTINUOUS DIDACTICAL TRAINING OF UNIVERSITY STUDENTS

Annotation: *The content of pedagogical disciplines aimed at intensifying didactic training is analyzed. The methodology for intensifying the didactic training of future bachelor teachers has been substantiated.*

Key words: *didactic training, intensification, justification, method, content, pedagogical disciplines.*

СОДЕРЖАНИЕ ПЕДАГОГИЧЕСКИХ ДИСЦИПЛИН ДЛЯ НЕПРЕРЫВНОЙ ДИДАКТИЧЕСКОЙ ПОДГОТОВКИ СТУДЕНТОВ ВУЗА

Аннотация: *Анализируется содержание педагогических дисциплин, направленное на интенсификацию дидактической*

подготовки. Обоснована методика интенсификации дидактической подготовки будущих учителей-бакалавров.

Ключевые слова: *дидактическая подготовка, интенсификация, обоснование, метод, содержание, педагогические дисциплины.*

Introduction: The cycle of psychological and pedagogical disciplines (history of pedagogy, didactics, theory of upbringing, methods of educational work, management of an educational institution; pedagogical skills; general, developmental and pedagogical psychology, physiology and school hygiene) contains great opportunities for the continuous arming of future teachers with deep competencies necessary for young teacher in teaching and educational work with students, develops his pedagogical thinking and creative abilities.

All components of psychological, pedagogical and methodological training are interconnected and constitute an integrated continuous integrity, including: the main object of study is the pedagogical process in which the teacher and the student interact, the content of training and education, the personality of the teacher and the student; a single orientation of the content - the patterns of development, teaching, education of students, ways of scientific organization of the educational process at school; active interaction with the external environment: constant adjustment of the content, forms and methods of teaching psychological and pedagogical disciplines in accordance with the requirements of society for an educational institution, teacher and changes in the content of pedagogical activities; systematic close connection of university teaching with school practice, scientific analysis of advanced pedagogical experience.

Methodology: The structure and content of pedagogical disciplines are reflected in curricula, programs, teaching and methodological aids, textbooks. It is known that a curriculum is a state document that defines a mandatory list and volume of subjects studied by years of study.

The logical algorithm for performing the procedures of the first stage is as follows:

1. The first subsystem of production activity is selected.
2. Its first object is selected.
3. According to the text of the description of the model of training a specialist for this object, the content of the module of intellectual activity is found.
4. According to the content of knowledge of the module of intellectual activity, the discipline of the specialty is determined.
5. According to the content of the entire module and the chosen discipline of the specialty, as well as the general requirements of the specialist model, disciplines of the general pedagogical level are determined.
6. The second object of the same subsystem of production activity is selected, in which points 3-5 are repeated, etc. until full choice all objects of this subsystem.
7. After enumerating all the objects for the selected subsystem of production activity, a subsystem of the selected educational disciplines is built, which at their levels can be combined or grouped, but they should not lose connection with their modules.
8. Repeat paragraphs 1-7 for each subspecies of production activity
9. Repeat paragraphs 1-9 for other types of professional activities
10. A system of selected disciplines is being built for all professional activities.

Theory and discussion: From the system of the received disciplines, one stands out, fundamental and uniting all the specifics of the specialty profile. Then a list of academic disciplines providing and closing this profiling discipline is determined.

Further, in the series of supporting disciplines, it is necessary to determine the degree of their importance vertically and horizontally for majoring and other

disciplines. Based on the degrees obtained, they build the first version of the structure of the system of academic disciplines for 3-4 courses.

In the process of creating recommendations for improving curricula, the main tasks of lifelong education were solved:

- the formation of modern ideas about the methodological foundations of education;
- systematization and structuring of knowledge in pedagogy;
- improving competencies in the field of teaching methods;
- the formation of a psychological attitude and readiness for pedagogical cooperation with students on the basis of the intensification of educational and cognitive activities, independent work, the maximum disclosure of the creative potential of everyone;
- using the best traditions and customs of the educational process of the peoples of Central Asia;
- creative use of the pedagogical heritage of the great scientists-encyclopedists.

The restructuring of the content of education at the Pedagogical University is associated with new concepts that are based on the ideas of Uzbek folk pedagogy, the achievements of domestic and world pedagogical thought, the advanced pedagogical experience of the Republic of Uzbekistan and developed countries of the world, the use of data from various branches of science. The compliance of the new content of education in the Republic of Uzbekistan with the criteria of world practice is associated with the problem of standardization of pedagogical education.

Experimental work : The intensive process of updating vocational education raised questions about the need for cardinal changes in the curricula and programs of the pedagogy course in the pedagogical institution, the content and methods of training specialists. When training specialists, special attention should be paid to knowledge of the history of peoples and regions, national culture, traditions and customs.

In the course of the study, we came to the conclusion that the definition of the content of the continuous didactic training of a future teacher presupposes the fulfillment of the following conditions: the establishment in a pedagogical university of a volume of sufficiently stable fundamental knowledge necessary for understanding and assimilating the developing fields of science, as well as for acquiring the relevant skills and abilities; identification of the main directions, ideas and development trends of the relevant fields of science and technology the presentation of certain requirements for the levels of general, professional and scientific development of students, for their creative use of the rich pedagogical heritage of the great scientists-encyclopedists of the East and West.

The system of continuous didactic competencies should include the following blocks: fundamental methodological knowledge (knowledge of the methodology of pedagogical science, knowledge of the theory of learning); instrumental and theoretical and practical knowledge about certain aspects of education, about advanced teaching experience in teaching; methodological knowledge about the forms of organization, methods and techniques of teaching.

In recent years, new components of the content of education (in relation to the content of general secondary education) have been identified: the experience of creative activity and the experience of an emotional-value attitude towards reality. The content of education is formed at three levels:

1. general theoretical understanding;
2. academic subject;
3. educational material.

At the level of educational material, this content takes the form of textbooks and other materials - educational tasks, texts, exercises. Curricula and textbooks are artificial forms of materialization of the content of education, but in reality it exists in the learning process, within the activities of the teacher and student.

Conclusion: Consequently, it follows from this position that the content of education is of a dual nature: on the one hand, it is social experience materialized in a certain symbolic form of the program and textbook, and on the other hand, the activity of the student with this formalized experience, organized with the help of the teacher's activity. Therefore, in accordance with the principle of taking into account the unity of the content and procedural aspects of teaching, when designing the content of a school subject or educational material, it is necessary to designate in them not only the content itself, but also the methodological methods of transferring to students and the methods of assimilating this content.

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