

SOME ASPECTS OF THE DEVELOPMENT OF PROFESSIONAL MOBILITY OF A FUTURE TEACHER

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Abstract. The success of solving the strategic and tactical tasks set before the higher education system is largely determined by the readiness of the future specialist to change in a constantly changing world, the teacher's ability to analyze and reconstruct the situations that arise in real professional activity. This article talks about some aspects and features of the development of professional mobility of future teachers.

Keywords: mobility, sociology, professional competence, evolutionary approach, social mobility, professional mobility, social pedagogy.

The situation in the labor market has dramatically changed as a result of the processes of global spatial transformation in the framework of economic and social integration. The aspirations of the specialist himself and the requirements of a modern company for a professional with higher education frequently diverge. In contrast, there are not always enough jobs available for graduates of higher education institutions in various fields, which is proof of university graduates' resistance to reorient themselves to other professions, to find their own professional niche, and to quickly adjust to changing conditions.

The progress of tackling key and strategic errands presented to the advanced education framework not entirely set in stone by the readiness representing things to come expert to change in a continually impacting world, the capacity of the educator to break down and rebuild the circumstances that emerge in genuine expert movement. For that reason the course of expert development representing things to come educator with regards to his/her contribution in dynamic self-information and personal growth is exceptionally applicable and important to guarantee fundamental changes in the field of training. Among the focal issues of fostering an expert's portability, one can single out the absence of legitimate regard for the improvement of such abilities as: evaluating one's own capacities and foreseeing self-awareness, the capacity to look and contend what is happening of decision, maintaining one's character, building development possibilities in the calling.

This outcomes in generalizing of expert reasoning and social banalities, self-question, which end up in proficient destruction, cynicism, an emergency of capability. Such an ineptness of an expert with the expectation of complimentary idea, underdevelopment of obligation regarding oneself and for the consequences of one's work, failure to self-basically assess his/her helpfulness in the calling prompts disappointment with oneself, and, thus, to mental disfigurement of the individual. Examination of the working of the school system in present day culture uncovers various existing objective inconsistencies:

- between the social interest for the preparation of a versatile subject matter expert and the genuine potential outcomes of its full execution in the ongoing arrangement of advanced education;

- between the need of present day instructive foundations for all around prepared, versatile instructors and the absence of created innovation for the method involved with framing their educational portability.

The logical inconsistencies distinguished propose that today a reasonably new comprehension of the issue of creating proficient portability of understudies is essential. The exploration issue, which comprises in tracking down ways of creating proficient portability of a future educator, is important.

That's what hypothetical examination exhibited, uncovering the embodiment of the idea of "social portability", a few scientists (for instance, Krapinevskii) characterize versatility as a social class that means such developments of people or whole gatherings that lead to a difference in their places in the social construction of society. This understanding can't be precluded, in light of the fact that versatility gives development both inside society and inside proficient gatherings. [5]

Others (specifically, Karpova), move toward the idea all the more comprehensively and highlight the connection between the portability of the cutting edge world and the social versatility of an individual who shows status for an incessant difference in claims to fame. Such an expert isn't simply ready to move from one industry into another, yet in addition naturally go into various interethnic networks, while changing worth directions, positions, perspectives, and so on. We accept that it is difficult to concur with the writer, since talking about versatility as the alterability of the encompassing scene, we extend the limits of the idea as far as possible when the first significance is lost. [4]

There are likewise such examinations (Kalinovskii), in which social portability is seen "as a course of moving (development), completed because of the improvement of specific properties of the people that make up this general public." In this definition, consideration is attracted to the character qualities that work with development inside society. The explanations behind friendly portability might be unique (individual, material, natural, political, public intentions, and so forth), yet the weightiness of the circumstance and the decision of position and the presence of such character attributes that will prompt development are particularly significant. Subsequently, versatility isn't simply a "craving for a difference set up," it is related with the emotional action of an individual, his/her capacity to survey what is going on and eagerness to pursue a decision notwithstanding vulnerability. [3]

Frolov likewise accepts that all friendly developments of an individual or a gathering in the social space are related with the capacity of the person to survey what is going on, recognize life prospects and show definitiveness in changing existing conditions. [1]

Lesokhina made an endeavor to sum up various perspectives. The creator trusts that social versatility, from one viewpoint, "is a difference ready because of outside conditions, for instance, the absence of occupations in the locale, low compensations, homegrown disturbance, and so on. Then again, portability is perceived as an inner personal growth of an individual, in light of stable qualities and the requirement for self-improvement. Character portability is a side effect of its inward opportunity and liberation. Be that as it may, this inside still up in the air by the degree of culture of society overall, as well as the degree of training and skill of the person. [6]

Kalinovskii, characterizing versatility as an integrative nature of character, underscores that in this cycle the capacity to notice one's deeds and activities, to examine and assess them, to plan and change one's life movement is showed. [3]

The analysis of the contents of the main courses and elective courses made it possible to update the possibilities of "immersing" students in the conditions of a university climate. For example, the orientation of training at the beginning of the first year (as a necessary phase of adaptation to the profession) is aimed at developing a conscious attitude towards the personality, the capacity for self-assessment and self-regulation. To achieve this, we have developed and taught lessons for 1st year students: "Who am I and what am I?", "How I study alone", "How I listen and take notes on lessons", "What I do you need to know yourself to become a professional".

At the second stage - the stage of knowledge of the profession (from the first to the third year), the programs of the courses "Introduction to educational activity", "Theoretical pedagogy", "Workshop on solving professional problems" and optional courses "Fundamentals of pedagogy diagnostics", "I and the profession", "The individuality of the teacher" and others not only expand the basic idea of the teaching profession, the self-diagnosis of the teacher, the role of the profession in human life, but also include creative tasks (self-diagnosis, writing an autobiography, introspection, graphics "My true and ideal self", creating a situation of success, etc.) and a training system.

The third phase that we associate with the period of entry into the profession: all kinds of pedagogical practices are implemented, as well as research activities where professional mobility finds its concrete expression in communication with children during lessons, with teachers and educators, school administration, the choice of the teacher's professional position, etc. At this stage, educational support in a difficult professional situation occupies an important place. The subject of educational support is the process of overcoming obstacles that a student faces in the process of teaching practice. Students often show uncertainty about the correctness of their own actions, have difficulty defending their own point of view, refuse to make independent decisions in educational situations. Focused and consultative work is designed to help the student understand the causes of difficulties and to overcome either difficulty caused by a lack of professional preparation or insufficient training of the necessary personal qualities.

A systematic broadening of the horizons of students' professional vision occurred in the context of forming a practice-oriented interest in pedagogical literature through the analysis of scientific and methodological recommendations, scientific and pedagogical journals, a generalization of the experience of the teachers of the experimenters teachers of the past and present.

Therefore, the logic of conducting experimental work was determined by the system of subsequent inclusion (during all academic years) of students in the activity of mastering fundamental knowledge, the basis of professional excellence: from understanding the essence of professional mobility, reflecting on the ideals of professional growth and identifying the level of professional preparation in understanding the ways and means to develop a professional position;

and beyond, from the formation of the foundations of productive interaction in certain situations of the educational process to the overcoming of difficulties in professional activities and the manifestation of mobility as an important quality of the contemporary teacher.

In order to change the essence and ways of preparing a mobile professional, we used such forms of organization of the educational process in which active learning methods prevailed, namely: a lecture-problem, a lecture-dialogue, creative seminars with the justification of scientific positions; Microgroup work (response to the task and role in the group (leader, active participant, passive performer) were taken into account:); training seminars with reasoning; Seminars-discussions on the content of videos, philosophical-psychological-pedagogical interpretation of Russian folk tales and fables, seminars-symposiums, games, round tables, discussions, etc. The students first participated in the conduct of the lessons, then took over the Role of the facilitators: they reflected on the forms of creating a psychological attitude, led the discussion, conducted theoretical training in the form of games, organized a survey, a knowledge review and a self-assessment and mutual evaluation.

The experiment showed that active learning methods determine the effectiveness in solving many training problems, including the development of the professional mobility of a future teacher. During the implementation process, it becomes possible to broaden general and professional horizons, intensify the application of knowledge and skills in practical activities; development or elaboration of techniques for grouping, reorganizing and systematizing pedagogical facts; the formation of students' ability to formulate and argue their point of view as a basis for the development of a professional position.

Constant changes in the requirements for a specialist in the field of education determine the need for training such a teacher who would be able to adequately assess the current situation, to analyze his capabilities from the perspective of meeting modern requirements of the profession, to change and undergo changes, existing in a constant mode of development. The formation of such a quality as professional mobility for a future teacher is one of the ways to preserve the psychological comfort of a person in difficult, often changing conditions of professional activity.

In conclusion, this confidence is based on the belief that only professional and internal intellectual activity, constant work on oneself, rapid response to any changes in the requirements of a specialty, a high level of development of intellectual and moral qualities, knowledge, understanding and conscious use of their individual characteristics as the basis for self-realization is the key to avoiding professional disappointment and emotional exhaustion.

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