

THEORETICAL FOUNDATIONS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS ON THE BASIS OF THE INTEGRATION APPROACH

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ANNOTATION

Deficiencies in the process of professional-pedagogical and methodical training of future teachers of higher education institutions, problems and methods of their elimination, as well as issues of thinking ability, academic motivation, the ability to work in a team in network projects, and the impact of interdisciplinary communication on the quality of students' knowledge and skills illuminated.

Keywords: natural-mathematical cycle, didactic system, psychological-pedagogical, technical-technological, dialectic, professional monograph, interview, questionnaire, proportion, mathematical apparatus.

Modern society is ready for pedagogical improvisation, has organizational skills, can solve professional problems creatively, is able to take responsibility, shows leadership and initiative, knows how to work in a team, strives for self-development and thinking. need a teacher. In the conditions of increasing demands on teachers, there is a need to use such teaching forms and tools that most effectively begin to develop the qualities of professional importance in their training. In the state educational standards of the third generation of higher pedagogical education, it is indicated that this task can be solved by strengthening extracurricular activities and, among other things, using project-type tasks carried out using an integrative approach. It is of particular importance for the training of future teachers through a professionally oriented integrated approach, because they not only develop the ability to solve professional problems, but also includes knowledge, creative experience, self-expression, and the ability to establish relationships with colleagues. as well as creating conditions for the manifestation of personal qualities that are important for the teacher. Research related to the development of future teacher training through an integrative approach is becoming relevant.

By improving the training of future teachers in this work, we understand the achievement of such a state of the pedagogical process using an integrated approach, in which the result is the effectiveness of achieving the goals set by regulatory documents and wishes. is higher among all subjects of the pedagogical process compared to the result of the traditionally organized pedagogical process. In this study, when we talk about the training of students of

higher educational institutions of pedagogy, we considered the professional pedagogical training of future teachers, so we took this part of our scientific work as the theoretical basis of training future teachers for professional activities based on an integrated approach. First of all, we focused on what the future pedagogue should pay attention to and the problems he faces.

The high potential of the olympiad movement for improving the qualifications of future teachers and the insufficient development of the issues of organizing professional olympiads of students in the theory and practice of the educational process of the institute; the school's need for teachers who know the methods of organizing the Olympic movement, the lack of systematic and systematic preparation of students for their use. The analysis of the identified contradictions made it possible to formulate a research problem, which consists in solving the conflict between the need to update and ontologize the potential of professionally oriented Olympiads in the process of training future teachers and the insufficient theoretical and practical development of them.

This process is in pedagogy. Theoretically and practically justifying the model of training and participation of future teachers in professionally oriented Olympiads within the educational process of the Pedagogical Institute is the formation of important professional qualities of future teachers through professionally oriented Olympiads. The hypothesis of the study is that the effectiveness of the process of formation of professional qualities of future teachers is that the use of an integrative approach helps to form a set of professional qualities of future teachers, including the ability to think, academic motivation, the ability to work in a team in network projects, ability to organize Olympiads;

pedagogical improvisation, ability to use information and communication technologies, professional self-awareness;

in the use of professionally oriented Olympiads, their integrative nature is realized through: science, pedagogical, methodical knowledge, experience of creative activity, skills are combined based on the personal qualities of students, within the framework of the developed model, the preparation and participation of future teachers in an integrative approach is carried out systematically and purposefully, an integrative approach is implemented in the educational process of the institute use is based on public and individual, active and passive participation of students, including, in particular, direct participants in competitions, as well as support groups and active observers; the leader acts as an assistant, the process of preparation and participation in the competition is provided in the newspaper, on the website of the educational institution, and is verbally reflected in the course of educational and extracurricular activities.

The final stage of the technology of training future teachers through an integrative approach and implementation of the participation model is related to research data processing, comparison of the obtained results and their analysis. The participation of students in the

control group, in contrast to the experimental group, made future teachers. Implementation of the training and participation model through an integrative approach is non-technological, non-systematic and innovation-based. It was an in-depth study of the topic.

In the educational system of our country, researches aimed at improving the educational system based on innovative technologies, strengthening its national soil, raising the training of socially active and qualified competitive personnel to the level of world requirements are being carried out on a large scale. Quality changes and high efficiency in the education system are directly related to their compatibility with global educational requirements and the extent to which the knowledge, skills and qualifications acquired by pedagogues are put into practice in their future work activities. Quality changes and high efficiency in education As a result of introducing positive innovations in this field, quality and efficiency in education is ensured, and the process of pedagogical innovation is created.

Pedagogical education system is developing, offering new, scientifically based models and technologies of the modern education system to prepare future teachers for professional and innovative activities that meet the requirements of the time. The increasing status of the field of pedagogy in modern conditions and the increasing demand for qualified specialists in this direction determine the need to modernize their professional and pedagogical training in the integrated system of higher pedagogical education. The process of improving the preparation of future teachers for pedagogical and innovative activities in higher education is based on the general rules of modernization of the continuous education system.

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