

Technology Of Development Of Social Activity Of Female Pedagogues In The Conditions Of The New Renaissance

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ABSTRACT

The main task of female teachers is to educate students. In addition to conveying the information that students need to learn in a beautiful and understandable way, female teachers are also responsible for working with students who have different characteristics and behaviors. Also, if the teacher learns the behavior of his students well, the teaching process will be successful.

The profession of teaching is to encourage students to realize their potential. Although there are many ways to become an experienced pedagogue, in this article, the process of training and retraining of female pedagogues and the development of pedagogical skills of female pedagogues, in effectively conducting the education and training process in them, further improving their spiritual competence is an important scientific- it is stated that it has gained practical importance.

Keywords: Educator, wife, girl, task, student, education, training, information, characteristic, behavior, responsible, psychology, concept, problem, behavior, reason, knowledge, understanding, teaching, method, teacher, process, success, information, technology, technology, competent, development, progress.

Introduction

In the years of independence in Uzbekistan, it was necessary for every person living in this country to realize his identity, to learn deeply about our ancient history and rich culture, the heritage of our great ancestors, to consciously look at the reality of today's rapidly changing life, to think independently and to live with a sense of belonging to all the changes in our country.

Based on the cultural-humanitarian approach, it was possible to create a healthy spiritual environment in educational institutions, to develop high spiritual and moral qualities in future specialists, to establish a new national spiritual and moral value system, to study the spiritual and moral heritage in depth, and to improve the pedagogical mechanisms of education in the spirit of national pride and pride.

In the fourth direction of the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 PF No. 4947 on the Strategy of Actions for the Further Development of the Republic of Uzbekistan 2 Social Sector Development, measures are taken to ensure the comfort of preschool

educational institutions, to improve the quality of general secondary, secondary special and higher education, and to develop them. "Implementation of measures" is provided. These issues are directly related to the correct solution to the problem of spiritual and moral maturity of a person growing up in our society.

Chapter VI of the Concept of Continuous Spiritual Education, approved by the Cabinet of Ministers of the Republic of Uzbekistan, states that the implementation of spiritual education in the general secondary education system includes two periods (the first period - in the 7 (6) - 10-year-old period - in primary classes; the second period - 11-17 years old - in middle and upper classes).

In the implementation of this task, each of the pedagogic staff of public educational institutions is required to have high professional potential and human qualities. At the same time, women teachers are required to have such qualities. First of all, female pedagogues play a leading role in the formation of age-appropriate moral and moral qualities (competencies) in students - loyalty to the Motherland, entrepreneurship, willpower, ideological immunity,

kindness, responsibility, tolerance, legal culture, innovative thinking, hard work.

A female teacher should have patriotism and patriotism qualities, love and honor her motherland from the bottom of her heart, spare herself for her country, have the ability to mobilize all her abilities in this way, be a master of her profession, a true expert in this work, this is It is necessary to set an example for students. For this, it is necessary to develop the continuous spiritual competence of female pedagogues.

The concept of competence is a concept that initially entered the field of education as a result of psychological and pedagogical research, and is used as a modern term.

"Competentia" is derived from the Latin word, and when translated into Uzbek, its dictionary meaning means "a person who knows well", "a person who has experience". Therefore, competence is how the pedagogue behaves in various situations and unexpected situations that occur in the educational process, is open to communication, has the ability to understand the mental state of young people, and has a new way of interacting with competitors. , the existing problems in uncertain tasks mean the ability to use the knowledge, skills and abilities acquired by the pedagogue based on specific goals in the use of information full of conflicts, the possession of a plan of movement in consistently developing and complex processes.

Improving the quality of education is one of the most urgent problems of the world community today. In order to solve it, it is necessary to modernize the content of education, to revise the technologies of the educational process and the ultimate goal of education.

Education can be considered as a specially organized process of developing the ability of students to independently solve problems of personal and social importance in various spheres of activity based on the assimilation of society's culture. Such an understanding of the purpose of education, in turn, creates a basis for the realization of a competent approach.

"Competence" and "competence" are the main concepts of the competent approach in education. The analysis of the sources shows that they are complex, multi-component and interdisciplinary concepts that do not have a single value definition in the scientific

literature. According to researchers, they differ in size, category, semantics and logical structure and can be considered as a description of a competent person (characteristics, habits, etc.). A description of a competent person (characteristic, personality quality, its component), integrated education in the personality structure, a system of personality characteristics, conditions arising as a result of acquiring knowledge, skills and qualifications (readiness, orientation, etc.), can be expressed as is often equated with competent knowledge and experience. G.K. Selevko understood competence as a form of a complex of knowledge, skills and abilities that allows to set a goal to change the environment and achieve it. Competence is an integrated quality based on the knowledge and experiences acquired by a person in the process of education and socialization and directed to independent and successful participation in activities, manifested in his general abilities and readiness in his activities. The following traditional classifications of competence are noted in the scientific and methodical literature:

- political and social competencies related to the ability to take responsibility, participate in cooperative decision-making;
- competences found in society, aimed at living with other people regardless of their culture, language and religion, understanding them, helping them and eliminating disagreements;
- competences that determine the ownership of written and oral communication, which are important in professional activity and community life;
- competencies associated with the emergence of the information society (acquiring new technologies and determining their advantages and disadvantages).

They are mutually complementary and interdependent concepts. A competent person who does not have competence cannot fully realize it in socially significant aspects.

In this regard, the process of training and retraining of general secondary education teachers is of great scientific and practical importance in the development of their pedagogical skills, in effectively conducting the education and training process, and further improving their moral competence. In the process of qualification improvement, the teacher's basic, general and private competence is improved by clarifying the pedagogical-psychological features and

factors of the level of development, improving the pedagogical activity.

The process of professional development requires teachers to acquire not only general cultural competences, but also to independently find and use various sources of information on spiritual and educational activities, to engage in effective communication with the subjects of spiritual and educational activities, to obtain scientific and technical information on spiritual and educational activities using information and communication technologies. formation of professional competencies such as identification, analysis and processing is of great importance.

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