

## DEVELOPMENT OF NATIONAL SELF-CONSCIOUSNESS AMONG FUTURE LECTURERS

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**Abstract.** The intensity of process self-consciousness among future lecturers, along with the benefits that modern technologies bring, is accompanied by an increase in current challenges and threats, unprecedented in their depth and scale. Unfortunately, quite often a person is not able to effectively, constructively use modern technologies in the practice of his own and professional activities, which determine the high importance of the formation of general cultural competence as a personal construct that is formed under the influence of technological activity and allows the individual to successfully, implement this activity. The aim of the study was the theoretical substantiation and experimental testing of the methodology for the formation of general technical competence of future teachers of vocational training. In the process of achieving this aim, a number of research tasks were consistently solved. First of all, at the initial stage of the study, modern scientific approaches to the definition of educational competence were analyzed, which allows us to define the category under study as a complex personal construct, a complex of personal qualities, properties, abilities of the individual, which is formed under the influence of the characteristics of the technological development of society and allows the individual to successfully turn on, integrate, to implement this activity, competence is a component of the general professional competence of the individual. In the structure of general technical competence, one can conditionally single out motivational, cognitive-content, activity components, each of which includes a combination of personal and professional qualities. Consequently, the impact on a person in order to develop the qualities and properties underlying these components will correspond to an increase in the level of formation of general technological competence.

**Keywords:** future lecturer, educational process, national self-consciousness of students, self-awareness, pedagogical conditions for preparing students, pedagogical conditions.

### **Introduction.**

The training of future lecturers of vocational training has a multifaceted and multivariate character. First of all, we are talking about building a process model with certain initial parameters until its completion. At the same time, modeling provides for heterogeneity and ambiguity of influences, bringing together a number of actions into a single whole. In addition, the model should take into account the characteristics of the teacher and the student - psychological attitude, adaptive reactions, and many others.

There is a need to describe the system of pedagogical influence as a whole, taking into account a clear system of knowledge, skills; methods and measures of training, as well as a coordinated methodology[1-3].

All of the above is united under the term "pedagogical conditions". They show what circumstances, environment, environment, and also, in the narrow sense of the word, provisions accompanying the process, make it possible to prepare a teacher who will be able to teach students how to work with devices, equipment, vehicles, software devices, etc.

Researchers pay attention to the clarification of the terminological boundaries of the analyzed term. In certain cases, they pay attention to a fairly broad definition of the word "conditions" - this is a part of nature that surrounds a person, etc.

There is also a narrower understanding of the word - these are the circumstances that determine the actions of a person.

Teachers pay attention to the fact that pedagogical conditions are such modeling of the educational process that leads to positive results.

Other scholars, without disagreeing with the former, emphasize the role of certain external conditions that seem to fit into the structure of the teacher, leading to a positive outcome.

It is emphasized that the positive environment is not accidental, but is part of a system that includes elements that bring the potential to full completion. Now let's clarify the essence of the concept of "condition".

By "condition" we mean the set of circumstances that make someone addicted. In addition, the conditions constitute the situation, the environment in which it takes place, under the "pedagogical condition" we understand the totality of measures (objective possibilities) of the pedagogical process. As a set of measures, the content, methods, techniques, organizational forms of training and education are reflected.

Pedagogical conditions are external conditions on which the course of the educational process depends, consciously presupposing the achievement of a certain result in one way or another.

The concept of pedagogical conditions provides for goals, objectives, methods and forms of organizing training and education. Therefore, the concept of "pedagogical condition" is interpreted as a purposeful choice, construction and use of content elements and methods designed to achieve a didactic goal.

The pedagogical conditions for the organization of education include: goal, task, content, methods, means and result. It also provides for conditions conducive to education (motivational, personnel, material and technical, scientific and methodological, financial, organizational, regulatory, legal and informational).

In our study, we use the concept of "pedagogical conditions" in order to form the general technological competence of future teachers of vocational training.

The considered terminological combination has a definition in which the following aspects can be conditionally distinguished:

- 1) technical resources, methods, learning models, awards and operations:
- 2) dynamic, focused on the positive completion of the action, the influence on the student on the part of the teacher.

Researchers establish diverse types of circumstances that enable the trainee to become a professional in their field.

The variety of types of circumstances, far from random, but included in the model of developing competencies, has repeatedly been the subject of consideration by researchers.

Teachers write that a positive learning outcome is possible with a detailed description of what knowledge, skills and abilities the student will gain in order to effectively complete tasks, the solution of which will lead to a positive completion of the activity. In addition, it is necessary to establish which operations, actions, techniques, methods, methods, interrelated stages of productive activity, as well as integration within pedagogical technology, etc. are the most efficient.

Another important aspect of modeling the learning process of developing professional competencies is the consistently organized interconnection of subjects, as well as highly specialized subjects. The development and implementation of a student's professional capabilities is impossible without the practical orientation of the entire course of study.

Their place in the model of vocational training is occupied by ways to check the level of preparedness of a student to perform practical tasks. For this purpose, methods corresponding to the contact object are set role.

## **2. Methods of research.**

One of the objectives of our research work is to create a model for the formation of general technological competence of future teachers of vocational training in a higher educational institution, which will be carried out on the basis of the preparation of teachers for professional activities.

The modeling is widely used in pedagogical science as one of the methods of scientific research. The modeling method assumes compliance in the process of studying the pedagogical object of the experiment and building logical structures and scientific nodes. In general, this is pedagogical material, the process of creating a model of phenomena, schematically depicting the pedagogical system under study.

The term "model" in Latin means "modulus - measurement, analogue, sample." The dictionaries give the following definitions: A model is a research system that serves as a necessary tool for obtaining information about another system, it is a specific device or a simplified reflection of the processes and phenomena occurring inside it.

In the logical explanatory dictionary, "modeling" is understood as an artificially composed version of an object, a formula for logical-mathematical marking, physical constructions, etc.

In modern science, the concept of a model is interpreted as a material or conceptual system:

- firstly, in one form or another, it reflects and reflects the most important properties and relationships of the original version;
- secondly, replaces it in a clearly defined sense;
- thirdly, it provides new information about the original.

In all material or material models, the replacement of the original is carried out due to the similarity of the characteristics and activities of the corresponding structure.

The concept of "model" is closely related to the concept of "building a model". Model building is one of the most important categories of theoretical knowledge; at the theoretical level, various features and abstract models are used; at the experimental level, it is an indirect method of studying processes and phenomena that uses subject models; therefore, model building and its application are widely used in pedagogical research. Under the model of professional training of a specialist in general terms, one can understand a generalized expression of the amount of knowledge being mastered and its structure, professional qualities and skills as a specialist, necessary for the professional activity of a future specialist.

Formulating the above considerations, the structure and content of the specialist's model can be divided into three parts: the socio-professional background on which the activity of the specialist under study takes place, the main aspects of the activities of specialists, the psychological and pedagogical characteristics of the actions of specialists.

And the construction of a specialist model is aimed at ensuring the successful achievement of the following goals:

- analysis of the content of the professional social activity of a specialist and the nature of knowledge, skills and personal qualities in its implementation;
- determination of reasonable guidelines and criteria for designing the content of education, practical implementation in the organization of the educational process, which ensures the formation of the necessary knowledge, skills and abilities and the development of personal qualities of the future specialist;
- ensuring maximum compliance of the quality level of professional training and personal development of a university graduate with the requirements of this model;
- formation of the image of the university and the prestige of the diploma issued to its graduates, ensuring the competitiveness of its graduates in the labor market.

We must understand that the model is based on the idea of facts, things and relationships in a particular field of knowledge.

D. Shroff [4] recognized the model as a system that reflects and implements the object of study, as well as providing new information in its study.

Scivoletto G. [5] considers modeling as the realization of the character of another object in one object, called a pattern. In his opinion, there should be a clearly expressed similarity between the model and the original: in the process of scientific knowledge, the model replaces the original; study of the model provides information about the original.

Lauridsen, K. M. [6] analyzed the formation of professional competence of future specialists, the problems of the educational process in an educational institution from the standpoint of cognitive, motivational-need, activity-behavioral components.

Based on these opinions of the scientist, we noticed that modeling is used in pedagogy in the following cases:

- modeling of pedagogical problems and pedagogical situations;

- modeling the process of training, education and development of students;
- modeling the state of the management system of educational institutions.

The content model must meet the following requirements:

- a clear definition of the basis for the functioning of the system;
- create on the basis of principles that correspond to reality, demonstrate the elements of the simulated systems and their relationship;
- summing up experimentally confirmed conclusions.

At modeling the general technological competence of future teachers of vocational training, we took into account:

- features of this process, which is based on competence and activity;
- characteristics of a university graduate, reflecting the integrative individuality of competence;
- the focus of pedagogical activity on the formation of the general technological competence of the future teacher.

Model Features:

- unity and diversity of components;
- compliance of the organization of the educational process of the university with the interests and needs of the future teacher;
- the nature of the relationship of the future teacher in the study group.

We tried to develop a model for the formation of the general technological competence of future teachers of vocational training as a complex, open system capable of self-organization and development in the educational process of the university.

The main aim of the developed model is the formation of the general technological competence of future teachers of vocational training, which can be achieved by performing the following tasks:

- determination of the methodological and theoretical foundations of the general technological competence of future teachers of vocational training;
- formation of motivation for future vocational training teachers to master general technological competencies;
- creation and implementation of pedagogical conditions for the formation of general technological competence of future teachers of vocational training;
- the formation of a personality capable of self-realization in the social and professional spheres.

The aim and objectives of the process of forming the general technological competence of future teachers of vocational training should be based on the main provisions and requirements for activities arising from the laws of the pedagogical process, pedagogical principles that combine all types and methods of organizing the pedagogical process into a single system [7-14].

The process of forming the general technological competence of future teachers of vocational training is based on general pedagogical principles, as well as on principles that ensure the specificity and originality of each specific science and its corresponding discipline.

The basis for building the model we have developed is the social order of training teachers of vocational training for general technological competencies.

The conclusions presented in the previous sections of the study had a significant impact on the process of forming the general technological competence of future teachers of vocational training in the system of higher education. All of the above indicates the importance of professional training for vocational education teachers, the overall goal of which is to form a specialist in a rapidly changing environment capable of an active and effective professional life with general technological competence.

### 3. Results

Motive is a driving force for activities related to satisfying the needs of the subject, a set of internal and external conditions that generate the activity of the subject and determine its direction, the motive underlying the choice and actions of the individual.

The explanatory dictionary of pedagogy and psychology states: a motive that generates an action that is formed under the influence of the living conditions of the subject and determines the direction of his activity. The term "motivation" is used to denote various phenomena and states that cause the activity of the subject.

Motivation or motivation to do something is a prerequisite for success. People with a high motive are characterized by such qualities as constant activity, initiative, purposefulness, perseverance. In solving a problem, they are able to choose non-standard methods and take responsibility. Self-confidence and assertiveness of inner touches inspire him to success.

Cognitive-content indicator of systematic knowledge of the individual about the world and man, dialectical and flexible understanding of the world, analytical and synthetic thinking abilities, assessment of the culture of the individual and reasoned reasoning.

The cognitive component is the motivation and interest of future teachers of vocational training in knowledge, methodological foundations, the content level of knowledge, the ability to apply it in their practice and evaluate their methodological knowledge, skills, abilities and methodological knowledge in their practice.

The cognitive-content indicator is characterized by a system of knowledge, skills and abilities in the field of the content of theories and disciplines taught at the university, which is the basis for the formation of general technological competencies, and the ability to reflect theoretical knowledge, skills and abilities in their implementation.

Cognitive and meaningful indicator - the desire to know the methods and techniques of teaching disciplines, the use of educational technologies of the state standard of education, the development of their general technological competencies, the system of knowledge about didactic skills, the ability to apply them in practice and apply methodological knowledge, skills in practice and their level estimates.

Cognitive-content indicators:

- availability of knowledge regarding the combination of their subject with global problems;

- knowledge of innovations in the educational space of the world.

The activity indicator is aimed at innovating the methodological and technological side of education in general, so that the student himself becomes the organizer of his cognitive activity. In our study, two components of the activity component are considered. These are: the actions of the student and the actions of the teacher. The method consists in creating a developing creative environment that affects the inner world of the student, causing his creative activity.

Characterizing them of the teacher: organizes, manages the active cognitive activity of the student, activates interest in scientific creative work, creates conditions for intellectual growth, forms the ability to plan teaching and educational skills, forms students' self-confidence.

Activity indicators:

- the ability to choose educational technologies;
- ability to design educational technologies;
- use of educational technologies;
- ability to work with information, own technologies;
- the ability to draw up and implement a plan for professional self-development.

The training of future teachers of vocational training consists of compulsory, basic and elective disciplines established in accordance with state standards.

Nevertheless, we consider it expedient that elective disciplines be taught in contact with each other with disciplines that will serve as the basis for the development of pedagogical skills and competence-based mastery in the implementation of general technological competence-based training of future teachers of vocational training in a university setting.

Based on the identified indicators, the levels of formation of professional competence of future teachers of vocational training were determined.

Levels: high level, medium level, low level.

High level - future teachers of vocational training have a steady interest in mastering general technological competencies in accordance with modern educational conditions, high motivation to master new competencies. They possess the theoretical, methodological, methodological foundations of the general technological competence of future teachers of vocational training, have complete knowledge of educational technologies, are able to independently construct an indicative basis of activity in the cognition of many forms, and on the basis of such activity accumulate objectively new information; the analysis of the activities performed is carried out in full, they are able to design classes technologically, apply various methods, teaching technologies.

Intermediate level - in accordance with modern education with a positive attitude to general technological competencies, they are aware of theoretical knowledge, are able to independently reproduce certain actions based on the information they have learned, in the future they can conduct an independent analysis of the activities of vocational training teachers, are able to work

creatively, apply methods, teaching technologies, but do not possess skills of continuous application, introspection of activities at an insufficient level.

Low level - they have knowledge about general technological competence, they are interested in it, but not stable, they need general technological competence, but they have low aspirations for its knowledge, its poor practical application, they need help, they have not developed the skills to constantly apply various methods, teaching technologies, designing lessons from the point of view of global problems, are not able to carry out independent analysis,

Thus, the model for the formation of the general technological competence of vocational training teachers, proposed by us, consists of 3 components. In accordance with this model, the result obtained in the process of forming the general technological competence of vocational training teachers is high-level vocational training lecturers.

#### 4. Conclusion

In order to more effectively and productively carry out the educational process aimed at the formation of the general technological competence of future teachers of vocational training, it is necessary to take into account certain system-forming pedagogical principles (general didactic, psychological, methodological), which together create the prerequisites for the future teacher of vocational training to constantly develop in personal and professional terms.

Increasing the level of formation of educational competence, in turn, requires the identification of the structure of this personal construct. Analyzing and synthesizing the approaches presented in the psychological and pedagogical literature, motivational, cognitive-content, activity components were identified in the structure of educational competence. Each component includes a complex of personal and professional properties. Of course, such division is very conditional.

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