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MODERN TECHNOLOGIES FOR DEVELOPING TEACHERS' SUGGESTIVE COMPETENCE

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ABSTRACT

This article analyzes the relevance of improving suggestive competence in the process of training future teachers to successfully perform professional tasks in modern education. In order to solve these problems, the article reveals the key aspects that make this competence an integral part of the professional training of teachers, emphasizing the role of suggestive competence in the formation of a pedagogical personality and the ability to influence students through motivation, emotional impact and a mindset for success. The analysis focuses on the need to integrate suggestive competence into the professional training of future teachers so that they are ready to effectively perform their professional tasks in modern education.

KEYWORDS

Improvement, suggestive competence, training process, teacher, professional activity, higher educational institution.

INTRODUCTION

Today, in the process of socio-economic development of the Republic of Uzbekistan, modern requirements arise that require the use of modern approaches to training future teachers for professional activities. And

this, in turn, imposes more and more new tasks on the introduction of innovations and international achievements in education, subject, technology and technology into practice, the organization and design

of pedagogical processes on a scientific basis, equipping future teachers with the necessary knowledge, skills and abilities. In this regard, in modern education, suggestive competence plays a key role in the process of preparing future teachers for professional activities. Suggestive competence involves the ability to effectively influence students, stimulate their interest in learning, motivate them to achieve success. The relevance of improving suggestive competence is associated with changes in the educational environment, where more and more attention is paid to the individualization of education, the development of personal qualities of students and the formation of their key competencies. Teachers should be able to create a favorable educational environment where each student feels comfortable, motivated and ready for active learning activities. Modern pedagogical technologies also require teachers to develop suggestive competence. The use of interactive teaching methods, distance learning technologies, and project activities requires teachers to be able to effectively interact with students and motivate them to independently study the material. The relevance of improving suggestive competence in the process of training future teachers lies in the need to adapt to modern educational requirements, develop students' personal qualities, and effectively implement educational goals.

METHODOLOGY

Suggestive competence is the ability of a teacher to influence the psychological and cognitive processes of students using special methods and techniques. The study of this competence in the process of preparing future teachers for professional activity is an important area of pedagogical science.

The methodology of studying suggestive competence includes, firstly, defining the goals and objectives of the study. To do this, it is necessary to clearly formulate the goal and objectives of the study, determine the main areas of research activity. Secondly, the analysis of the theoretical aspects of suggestive competence - the study of existing theoretical approaches to suggestive competence, the analysis of the basic concepts and principles of this competence. Thirdly, conducting empirical research based on collecting data on the suggestive competence of future teachers, analyzing the results obtained, identifying the main trends and patterns. As well as the development of methods and techniques of suggestive competence, which provide for the development of new methods and techniques that contribute to the development of suggestive competence in future teachers and assessing the effectiveness of suggestive competence by identifying the effectiveness of the developed methods and techniques. The methodology for studying suggestive competence in the process of preparing future teachers for professional activity involves a comprehensive approach to studying this problem and developing new methods and techniques that contribute to the development of this competence in teachers.

A number of foreign scientists (I.P. Pavlov, I.M. Sechenov, V.M. Bekhterev, A.F. Lazursky, S.L. Rubinshtein, A.A. Bodalev, K.I. Platonov, V.N. Myasishchev, A.M. Svyadosch) developed concepts of the mechanism of suggestibility. Suggestive activity is recognized as a factor of human interaction in the process of communication (V.A. Bakeev, A.G. Kovalev, V.N. Kulikov, A.V. Petrovsky, K.K. Platonov, B.F. Porshnev, etc.). Works analyzing the role of suggestibility in the pedagogical process (Guyo, V.M.

Bekhterev, P.P. Blonsky, S.V. Kravkov, A.S. Makarenko) are important. It is worth noting here a number of issues related to self-hypnosis in the system of self-education of schoolchildren (I.E. Schwartz, L.V. Gasheva, A.S. Novoselova, B.K. Moiseev, Z.A. Cherepanova, etc.) recommendations have been developed. The mentioned studies will help to form suggestive skills in terms of modern scientific achievements and, at the same time, to improve taking into account its history and theory.

RESULTS

Understanding and recognizing the role of suggestion in the educational process means that future teachers should understand how important it is to use suggestive methods to motivate, develop their skills and abilities. A future teacher must be able to communicate effectively with students, use positive statements, suggestions and other suggestive methods to achieve their goals. Therefore, suggestive skills require constant development and improvement.

Let's dwell on the term suggestive skills. Suggestive skills are the ability to influence the thoughts, emotions and behavior of other people using words, gestures or other signals. They can be used both for help and support, and for manipulation and control.

The structure of suggestive skills includes several key elements:

1. Setting a goal - defining the desired result of suggestion and a clear understanding of what effect you want to achieve.
2. Establishing contact - the ability to establish and maintain an emotional and verbal connection with another person.

3. Using language - choosing the right words and expressions that can persuade and instill in another person the desired behavior or thinking.

4. Using nonverbal cues - using gestures, facial expressions, tone of voice and other nonverbal means to enhance the effect of suggestion.

5. Reinforcement - convincing of the correctness and necessity of the actions or thoughts that you propose, and supporting this conviction.

6. Checking the results - evaluating the effectiveness of your suggestion and adjusting the approach if necessary.

Overall, suggestive skills can be a very powerful tool in communicating with others, their use requires understanding and the ability to control the process of influencing others.

Explaining the totality of the teacher's professional intellectual and practical actions through suggestive skills, to help him to form the student's views and attitudes to the world around him, to activate the processes of self-management and self-education. It is explained that it allows the use of influence, and thus the possibility of changing and correcting any aspects of the mind and behavior of the student, and the author's tariff is formed as follows: "Suggestive skills in students designed to evoke positive emotional states. The indicator of these skills is the teacher's speech, which penetrates into the spiritual and moral essence of the students' activities and relationships, and the influence that is carried out in the interaction is the influence of other professional and pedagogical skills. "skills: organizational, communicative, perceptive, gnostic, etc., have an integral effect on the developing

personality of the student due to their inextricable connection with others".

CONCLUSION

Thus, improving suggestive competence in the process of preparing future teachers for professional activity plays an important role in the formation of a pedagogical personality and the ability to influence students through motivation, emotional impact and attitude towards success. A teacher should be able to use suggestive techniques to build trusting relationships with students, motivation for learning and development. In modern education, the emphasis is shifting from the transfer of knowledge to the development of the personality and competencies of students. Teachers should be able to create an atmosphere of trust, support and inspiration, which requires the development of suggestive competence. The ability to effectively use suggestive techniques helps teachers better understand the individual needs and characteristics of each student, adapt their approach to teaching and education to specific situations.

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