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THEORETICAL ASPECTS OF THE DEVELOPMENT OF ACCOUNTABILITY SKILLS IN THE PROFESSIONAL ACTIVITY OF FUTURE PEDAGOGUES

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ABSTRACT

In the article, the theoretical-methodological foundations of the development of accountability skills in the professional activity of future pedagogues, the system of development of accountability skills in preparing future pedagogues for professional activity based on independent education, in the preparation of future pedagogues for professional activity based on independent education The effectiveness of developing accountability skills has been studied. Pedagogical bases and priorities for developing accountability skills in preparing future pedagogues for professional activities were also analyzed.

KEYWORDS

Future pedagogue, technology, competence, improvement, pedagogical, technological, model, didactic, form, method, tool, assessment, creative thinking, professional activity, independent education, accountability skills.

INTRODUCTION

In today's digital education environment, the need to develop future professionals' pedagogical culture, professional skills, and competitiveness based on accountability skills is emerging under new requirements and obligations. This trend has led to increased attention in developed countries toward scientific projects focused on creating mechanisms for developing accountability skills. Consequently,

conducting pedagogical research that fosters future professionals' professional values and pedagogical positions and, based on this, promotes accountability to both the system and oneself, is becoming a priority.

METHODS

The issues surrounding the development of professional-pedagogical preparation for future teachers have been explored to some extent by scholars such as O.A. Abdullina, L.V. Andropova, Y.K. Babanskiy, V.P. Bepalko, S.Y. Batishev, YE.M. Borisova, I.V. Grishina, E.F. Zeyer, I.A. Zimnyaya, V.A. Kan-Kalik, Ch. Crook, K. Daphne, L. Galliani, E.C. Jansen, M. Nentwich, A. Pritchard, W. Richardson, R.X. Djurayev, A.R. Khodjabayev, U.I. Inoyatov, N.A. Muslimov, Sh. Qurbonov, Q.T. Olimov, E.O. Turdiqulov, M.B. O'razova, J.A. Hamidov, Z.K. Ismailova, X.F. Rashidov, O'.Q. Tolipov, Sh.S. Sharipov, D.O. Khimmataliyev, O.E. To'raqulov, B.A. Nazarova, B.S. Nuridinov, and others. Research on utilizing electronic resources in organizing independent learning and the challenges of applying distance learning technologies has been carried out by A.A. Abduqodirov, M.M. Aripov, U.SH. Begimqulov, R.H. Jo'rayev, F.I. Zakirova, R.D. Shodiyev, N.I. Taylaqov, and U.M. Mirsanov.

RESULTS AND DISCUSSION

Creating an accountability system for preparing future teachers for professional activities is an issue that awaits resolution. For this reason, we believe that specific psychological-pedagogical conditions and tools play a critical role in forming accountability skills in professional pedagogical activity. These conditions include:

1. Psychophysiological characteristics and psycho-emotional states that allow students to anticipate and prevent undesirable incidents.
2. The higher the level of professional competence among future teachers, the greater their ability to select self-management techniques in stressful situations.

3. To guide students toward professional activities, it is essential to utilize specialized social-psychological training focused on managing self-control in psycho-emotional situations, which can enhance overall professional effectiveness in problem-solving contexts.

In fostering professional accountability among students, considering future teachers' typological characteristics in adapting to the profession and organizing work effectively is necessary. Many studies focus on professional preparation and achieving successful educational outcomes through approaches specific to professional activities.

The professional attributes of a future teacher's activity can be classified as follows:

Facets of Pedagogical Activity:

1. **Knowledge ability:** Mastery of the subject; oratory skills (the ability to present material clearly and fluently); ability to humanize knowledge; command of teaching tools; ability to analyze and assess students' knowledge, skills, and competencies; continuous self-directed learning; personal qualities (diligence, creativity, independence, humility, cultural refinement, adaptability, responsiveness, composure, responsibility, attentiveness, perseverance, discipline, resilience, integrity, objectivity, respect for students, and more).
2. **Developmental Skills:** Awareness of students' age-specific characteristics and learning capabilities; ability to spark interest in their subject; mastery of diverse teaching methods (narrative-descriptive, reproductive, problem-solving, partial inquiry, heuristic method, research techniques).

3. **Guidance Skills:** Mastery of teaching principles (comprehensive development of students' personalities, scientific accuracy adjusted to students' capabilities, fostering awareness and creativity under the teacher's guidance, enhancing theoretical thinking, systematization and consistency, transitioning students to independent knowledge acquisition, linking teaching with life, creating positive emotions, considering students' individuality).

4. **Motivation Skills:** The ability to sustain student attention; conducting various types of lessons (acquisition of new knowledge, mastering skills, systematization and generalization, monitoring and adjusting knowledge, integrated lessons); capability to organize career-related educational activities.

5. **Project Skills:** Knowledge of the course in their specialty; awareness of teaching methodology; selection of educational materials for assessing knowledge, skills, and abilities; ability to use interdisciplinary links; proficiency in maintaining documentation and conducting main educational activities.

6. **Mediation Skills:** Management of group dynamics; command of organizational forms of teaching (frontal, individual, group); ability to work with parents; adherence to moral standards in communication; proficiency as a speaker and promoter.

7. **Organizational Skills:** Ability to plan lessons and group leader tasks; organize extracurricular activities related to their subject and conduct them skillfully.

8. **Research Skills:** Critical analysis of lessons and educational events; conducting and developing simple

pedagogical experiments; analyzing and utilizing the experiences of other teachers; interest in scientific and pedagogical creativity; use of dialectical thinking in reflection.

As we can see, pedagogical activity is an essential social-pedagogical phenomenon. The accurate organization of teaching, guiding students' learning processes, needs, interests, motivations, and goals is critical for the development of pedagogical skills. Like any profession, pedagogical activity requires specialized training, experience, and expertise.

Based on the above analysis, we can classify the professional qualities of future teachers into the following 13 qualities: initiative (creativity and independence in thinking and action); collaboration (constructive and goal-oriented interaction with others); teamwork (effective interaction in group learning settings); mutual learning (informal and formal mentorship and advisory roles); self-assessment (evaluating one's own and others' work); communication (oral, written, and digital communication, active listening, comprehension, and accurate interpretation); logical thinking (ability to assess and propose logical arguments using both inductive and deductive methods); problem-solving (identification of problems, search for solutions, and analysis of consequences); decision-making (selecting alternatives in continuous practical application); information gathering and usage (selection of essential information, knowledge of sources, decision-making application); planning (goal-setting, prioritizing for assessment); learning ability (cognitive skills for acquiring new knowledge); and cultural competence (working with people from different cultures in terms of language, communication type, and values).

CONCLUSION

It is essential to develop a methodology that enables the formation of professional-pedagogical independence in future teachers. Such a methodology should aim to cultivate comprehensive knowledge, break down pedagogical methods into stages, foster independence in learning, and instill a psychology that aspires to become a stable, competitive professional. If we consider professional preparation as professional development, then gaining pedagogical experience entails fostering a proactive, forward-looking, and self-developing attitude in a competent specialist.

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