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ILLUMINATION OF THE FORMATION OF PEDAGOGICAL RESPONSIBILITY IN FUTURE TEACHERS IN THEORETICAL SOURCES

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Nasiba Abdullaeva

Associate Professor Of Department Of General Pedagogy Andijan State University Andijan, Uzbekistan

ABSTRACT

In this article, the theoretical information that supports the content and nature of pedagogical responsibility, the interpretation of scientists' views on this matter, and responsibility as an important component of professional competence are analyzed.

KEYWORDS

Personality trait, freedom, responsibility, activity, spiritual views, professional culture, teacher-disciple, pedagogical activity.

INTRODUCTION

Responsibility is an important quality of self-responsibility as a personal power. If this quality is not developed enough, no matter how much the client has, he will not be successful, otherwise his activity will be useless. W. Frankl once thought that "freedom can turn into arbitrariness if it is not combined with responsibility".

Z.Freud said that many insons don't like freedom because it requires responsibility, they are afraid of responsibility. In professional activity, this situation leads to the formation of professional qualities such as neutrality, indifference, indifference in students. Regardless of the level of education, such professional aspects lead to a decrease in the quality of education,

the educational process to be highly responsible, to be fair in their demands, and to show a high level of responsibility in the performance of their duties. Pedagogical activity, in a word, is a necessary activity, the purpose of which is to familiarize the young generation with the culture and values of Christianity and prepare them for life.

V.A. Clactyonin distinguishes the following types of activity:

1. Pedagogical activities.
2. Motivation.
3. Pedagogical goals and tasks.
4. Subject of pedagogical activity.
5. Effectiveness of pedagogical activity.
6. Pedagogical points and vocitas in solving the assigned task.

According to the scientist, the activity of teaching is education and influence on the intellect of the learner and its development.

Accountability is also high in incons with high levels of responsibility. From this point of view, researchers, as a result of their scientific research, evaluate responsibility as an important criterion of psychological maturity of an individual. For example, in the researches of V. P. Pryadein, the importance of qualities such as cotsiocentrism, awareness, result orientation, internality, cynicism, and ergetism in the structure of responsibility during early adolescence and maturity is noted.

In his research work, N.V. Leyfrid explained that the success of an entrepreneur depends on the level of taking responsibility, and explains it in terms of a

responsible person taking responsibility, using his capabilities and abilities to achieve the set goal, solving problems and finding ways to solve them.

In the process of education, the future teacher's possession of positive qualities guarantees a comprehensive result.

Professional qualities of a teacher are as follows:

- social responsibility;
- responsible solution of society's problems;
- management responsibility;
- honoring students;
- faith in the future;
- justice;
- sociality;
- high demands on oneself and students;
- critically evaluate one's own work;
- conscientiousness, honesty;
- initiative;
- willingness;
- liability insurance;
- gratuity;
- creativity;
- intelligence and others.

It can be seen that responsibility is one of the most important qualities in the work of a pedagogue.

Responsibility as an ethical category is an important factor that determines the future teacher's responsibility in making decisions and taking measures, managing his own activities and the activities of others, imparting knowledge and evaluating. Being responsible requires the student to assume independence, be fair, have self-confidence, and value the process.

CONCLUSION

Scholars of the past have also expressed valuable opinions that there are tasks that an incon must perform and follow during his life, and that they require responsibility and accountability.

In the views of Eastern thinkers, the idea that the formation of responsibility is a problem for every religion, the development and well-being of society, in particular, the ideas that are an important condition for the work of teachers-mentors in raising children.

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