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Журналға келген мақалаларға жуўан қайтарылмайды, журналда жарияланған мақалалардан алынған үзиндилер «Мугаллим ҳәм ўзликсиз билимлендириў» журналынан алынды, деп көрсетилиўи шәрт. Журналға 5-6 бет көлеминдеги материаллар еки интервалда TIMES NEW ROMAN шрифтинде электрон версиясы менен бирге қабыл етиледі. Мақалада келтирилген маглыўматларға автор жуўапкер.

МАЗМУНЫ

ТИЛ ҲАМ ӘДБИЯТ

Ibadullaev K.M. PIRLS xalqaro baholash dasturi talablari	4
Тешабоева З.С. Шакл ва мазмун ўртасидаги функционал алоқалар - сўзлар орасидаги муносабатларни ифодаловчи восита сифатида	8
Маринова Н.Х. Инновационные подходы обучению иностранному языку в неязыковых вузах	10
Ахмадалиева М.Ш. Роль литературной критики в саморазвитии писателя	14
Наримбоева Л.К. Практические аспекты формирования коммуникативного подхода в развитии языковой личности при обучении иностранному языку	17
Achilova M.S. Composition analysis of the work A.S.Chulpan	21

ПЕДАГОГИКА, ПСИХОЛОГИЯ

Ибадуллаев Қ.М. Интерактив электрон доскалар – таълим сифатини оширишнинг омили сифатида	24
Ахмадалиев Б.С. PIRLS баҳолаш тизимида танқидий ўқиш тамойилларининг аҳамияти	26
Шарипова Н.Б. Ўқувчилар билан ишлаш жараёнида ноанъанавий дарсларни ташкил этиш	30
Атабоев Ф.У. Методы и формы обучения в непрерывное образование	34
Атабеков Ф.О. Коммуникативная стратегия убеждения и способы её реализации в аргументационных текстах паремий	38
Холматова С.К. Медиакомпетентность педагога как фактор развитие медиаграмотности студентов	40
Исманова М.А. Психологические свойства формирования профессиональной направленности личности педагога	44
Носирова Р.Х. Инновационные методы преподавания психологии и связь с педагогикой	48
Санақулова А.Р. Повышения качества педагогического корпуса в профессионально-ориентированное подготовке в межотраслевой интеграции	51
Ибадуллаев К.М. Применение компьютерных технологий в обучении географии	54
Муталова Д.А. Методы и формы обучения в непрерывное образование	57
Xidoyatova N.A. Integrative approach: important element of teaching of foreign language	62
Shonasirova Z.Yu. The role of independent works in educational process	65
Xidoyatova N.A. The psychological development of properties volitional qualities of pupils	68
Joraboyev A.B., G'anixo'jayev A.Sh. Professional training of a teacher of a new formation in the conditions of the implementation of inter-industrial integration	72

МИЛЛИЙ ИДЕЯ ҲАМ РУЎХИЙЛИҚ ТИЙКАРЛАРЫ, ТАРИЙХ, ФИЛОСОФИЯ

Соатов Э.М. Возможности предвидения: методы и средства познания будущего	75
Ismanova M.A. Methodology of teaching history as an academic subject	79

ФИЗИКА, МАТЕМАТИКА, ИНФОРМАТИКА

Турсунбоева М.Д. Бўлажак меҳнат таълими ўқитувчиларининг касбий сифатларини узвийлик ва узлуксизлик тамойили асосида босқичма-босқич шакллантириш	86
Журабоев А.Б. Совершенствование информационных технологий в формировании профессиональной компетентности будущего специалиста	89
Холматова С.К. Применение информационно-коммуникационной технологии в обучение правового мышление	93
Каюмов Ж .С. Теория применение информационно-коммуникационной технологии в образовании	95
Tursunboyeva M.D. System of information and communication technologies in the education	99

БАСЛАЎЧИ КЛАСС, МЕКТЕПКЕ ШЕКЕМГИ ТАРБИЯ

Хурвалиева Т.Л. Мактабгача 5-7 ёшдаги болаларни атроф олам билан таништиришда замонавий технологиялардан фойдаланиш	103
Каримжанова Д.А. Мактабгача таълим муассасаларда тарбияланувчиларни ижодкорлигини ривожлантиришнинг интерактив методлари	107
Хурвалиева Т.Л., Худойберганаева Ш.Б. Мактабгача ёшдаги болаларни атроф олам билан таништиришда хорижий тажрибалардан фойдаланиш	111
Abdullayeva M.D. Boshlang'ich sinf o'quvchilarida ijtimoiy-huquqiy me'yorlar asosida ijtimoiy ko'nikmalarni takomillashtirish yo'llari	115
Abdullayeva M.D. Maktabgacha va kichik maktab yoshidagi bolalarni ijtimoiy-huquqiy me'yorlar bilan tanishtirish	118
Шанасирова З.Ю. Подготовка будущего учителя к преподаванию дисциплины «Окружающий мир» в начальной школе	120
Абдуллаев А.А., Эркинходжаева Г.Э. Место и роль физической культуры в общей системе воспитания детей дошкольного возраста	125
Матмуродов А.К. Повышение уровня самостоятельности на основе структуры урока труда в младших классах	129

ФИЗИКАЛЫҚ ТАРБИЯ ХАМ СПОРТ

Носирова Р.Х., Рустамбекова Н.А. Соғлом турмуш тарзини яратишда ижтимоий ҳамкорлик масалалари	135
Солайдинов Э.Ш. Соғлом турмуш тарзини яратишда кўхна халқ ўйинларидан фойдаланиш йўллари	140
Хуррамов Э.Э. Бўлажак жисмоний тарбия ўқитувчиларини инновацион фаолиятга тайёрлашда Европа мамлакатлари тажрибаларидан фойдаланиш технологиялари	142
Хакимов Ш.Т. Жисмоний тарбия бўйича дарс конспектини тузиш методикаси	148
Абдуллаев А.А. Физическое воспитание в системе подготовки человека к профессиональной деятельности	154
Абдуллаев А.А. Социокультурные функции и роль физической культуры в формировании основных качеств и свойств личности	157
Gimazudinov R.G. The oretical and practical basis of badminton coach activity	160

PROFESSIONAL TRAINING OF A TEACHER OF A NEW FORMATION IN THE CONDITIONS OF THE IMPLEMENTATION OF INTER-INDUSTRIAL INTEGRATION

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Tayanch so'zlar: kasbiy ta'lim, integratsiya, shakllantirish, rivojlantirish.

Ключевые слова: профессиональное обучение, интеграция, становление, развитие.

Key words: vocational training, integration, formation, development.

At the level of the methodological foundations of the development of vocational education, research has substantiated a number of new conceptual approaches (cluster, mentally structured, information-environmental, design-target and design-technological) and patterns of development of vocational education the productivity of education for a knowledge-based economy is achieved subject to the integration interaction of a vocational school with science and production; the quality of professional training of future specialists depends on the systemic integrity of innovative content, personalized modular competence technologies and scientific and methodological support; educational and research activity of students is interconnected with a high level of professionalism of scientific and pedagogical personnel [1].

Since at present, in connection with the socio-cultural and socio-economic situation in the country, there is an objective increase in the need for specialists who not only know their profession, but also orientate themselves in related fields of activity; characterized by the ability to act quickly, make decisions, work with high productivity and efficiency, solve non-standard professional tasks; ready for constant personal and professional self-development. These characteristics of a professionally mobile personality, the development of which ensures its relevance in the labor market, become especially significant in a modern society [2]. The competitiveness of a young specialist is, on the one hand, a factor in the development of the professional and personal qualities of a graduate of a higher school in the interests of modern society, and on the other, an indicator of the quality of university training. However, according to employers, the traditional education system does not always cope with the task of training qualified specialists. The essence of the general crisis of modern education lies in its slow adaptation to the dynamics of social conditions, in the discrepancy between the quality of a specific product of vocational training and the expectations of an individual, society, state, i.e. lagging behind the vocational education system from the requirements of a dynamically changing society.

Most graduates of educational institutions have insufficiently developed practical skills and the necessary competencies (key, basic, special). And for a successful career building, a young specialist should have, according to employment centers, such integral personality traits as reflexivity, creativity, communication, initiative, social responsibility, etc. In this regard, professional educational institutions that have embarked on the path of innovative development remain the most an effective institution for the education of the younger generation and targeted professional training.

One of the most significant innovative principles for the development of vocational education is the principle of integration. The possibility of implementing the educational

process within the framework of integrative interaction positively changes the methodology of the educational process, the nature of the subject-subject relations, professional and personal qualities of a specialist.

Let's highlight the main advantages of integrative professional training:

- ▶ formation of a holistic view of the world around;
- ▶ updating the content of education by expanding and deepening the subject of knowledge;
- ▶ actualization of new mechanisms and methods of cognitive activity;
- ▶ development of rational and optimal methods of achieving the set goal;
- ▶ improvement of educational and methodological and scientific and methodological complexes; improving the quality of vocational education by combining human, information and material and technical resources;
- ▶ the formation of a scientific worldview and trust in thinking;
- ▶ development of the ability for self-control and self-realization;
- ▶ development of the desire to regularly update professional knowledge and skills;
- ▶ the formation of integral personality traits: activity, independence, creativity, reflexivity, etc. [3].

Professional training of specialists in the social sphere is built not only on the basis of integrative trends, but also taking into account the levels of integration:

- ▶ intersectoral (interpenetration of the branches of culture, education, health care, social security, science, management, etc.);
- ▶ interuniversity (cooperation in the exchange of experience in professional training of specialists, the development of educational and scientific-methodological complexes; joint training courses, publication of textbooks, monographs, etc.);
- ▶ inter-activity (interaction of educational subjects in the process of implementing various areas of training);
- ▶ interdisciplinary (integration of educational content, technologies, methods, forms of training and education);
- ▶ interpersonal (building partnerships between consumers and providers of educational services at various levels);
- ▶ intrapersonal (the formation of a holistic image of a professional I, the image of others and the image of society through the interdependence of needs, motives, interests, values, orientation, personal experience, etc.).

The integration process consists of two stages. At the first stage, the purpose of the integration is determined, i.e. its expediency; selection and analysis of integration objects is carried out; the form of the integration process is determined with its essential and formally logical features; the type of pedagogical integration is determined.

At the second stage, a system-forming factor is selected; a new structure of education is being created; connections and dependencies, integration components are established; the method of integration is determined; a new integrative education is recorded.

Thus, integrative general professional, organizational-activity, personality-oriented tendencies determine the following areas of professional training of specialists in the social sphere:

- ▶ theoretical;
- ▶ practical;
- ▶ research;
- ▶ sociocultural.

The informatization strategy involves the introduction of information and communication technologies into the process of training teachers, the creation of an information and educational space in an educational institution, the development of an information and educational environment for the teacher's professional growth; updating and systematization of information resources, which should reflect the changing logic of science, subject psychological and pedagogical field, innovation in education [4].

Based on the foregoing, three groups of principles of teacher training can be distinguished:

1. effectively targeted orientation of the training content (integration, social partnership, variability of education, personalization of training, focus on competencies);
2. selection and structuring of vocational training content;
3. the principle of the adequacy of resource provision for vocational training.

Thus, in the professional training of a teacher of a new formation in the context of the implementation of intersectoral integration, a complex of pedagogical technologies for the integration of training and education, focused on the formation of the social and professional competence of a future specialist, was revealed. Based on the goal and the stage-by-stage structure of training a specialist in an educational institution in the structure of the complex, groups of pedagogical technologies for the integration of education and upbringing are distinguished: adaptation, developmental and advanced technologies.

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РЕЗЮМЕ

Ushbu maqolada muallif tarmoqlararo integratsiyani amalga oshirish kontekstida yangi shakldagi o'qituvchilarning kasbiy tayyorgarligini ko'rib chiqadi. Ta'lim sohasidagi asosiy shaxs o'qituvchi bo'lgan va doimo shunday bo'lib qoladi - barcha vositalar arsenaliga ega bo'lgan malakali mutaxassis, kasbiy takomillashtirishga intiladigan va kasbiy o'sishga qodir ijodiy shaxs.

РЕЗЮМЕ

В данной статье автор рассматривает профессиональную подготовку педагога новой формации в контексте реализации межотраслевой интеграции. Поскольку ключевой фигурой в сфере образования был и остается педагог - грамотный специалист, владеющий всем арсеналом средств, творческая личность, стремящаяся к профессиональному совершенствованию и способная к профессиональному росту.

SUMMARY

In this article, the author examines the professional training of a teacher of a new formation in the context of the implementation of intersectoral integration. Since the key figure in the field of education has been and always remains a teacher - a competent specialist who owns the entire arsenal of means, a creative person striving for professional improvement and capable of professional growth.