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# **SOCIAL PEDAGOGICAL OPPORTUNITIES FOR INCREASING THE PROFESSIONAL TRAINING OF FUTURE TEACHERS ON THE BASIS OF AN INTEGRATION APPROACH**

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**Abstract:** The article reveals the essence and essence of improving the professional training of future teachers on the basis of an integrative approach. The system of preparing future teachers for lessons is developing in accordance with general trends that characterize the current state of education in our country and the directions of scientific research in this area. The effectiveness of a teacher's work depends primarily on his ability to create a learning environment. And the way to achieve this goal is not to fight with students, but to make each student want to organize joint activities. In order to build relationships with future teachers, the teacher must focus on increasing the activity of students, building relationships.

**Key words:** future teacher, integrative approach, professional training, didactic conditions, methodological activity, communicative competence, content, social pedagogy, pedagogical necessity.

After gaining independence, Uzbekistan was recognized by the developed countries and the international community for its socio-economic, political and spiritual development. In scientific and pedagogical research, there is a tendency to determine the factors and bases of occurrence and recovery of the studied problem, and they are understood as objective existing (or currently existing) conditions that determine the scientific and theoretical ideas about the subject under study.

Education can achieve its results only if it has its roots in science and industry, social life, in short, life, and is fully integrated with internal and related sectors, the deep interaction of science, education and economics, and a state that is able to maintain uninterrupted communication in all its aspects and apply it to all spheres of public life will prosper. It is no secret that our country is doing a lot in the field of education. Radical improvement of the education system, identification of target areas for the training of specialists with higher education, in particular, the continuous improvement of professional skills and knowledge of teachers are among the most pressing issues. It is no coincidence that the Address of the President of the Republic of Uzbekistan on the most important priorities for 2019 emphasizes the relationship between science and education, education and socio-economic life. Since the center of the education system is human capital, its proper distribution, effective use and targeted orientation, it is necessary to organize the system of pre-school, general secondary and higher education in a holistic way

with all stakeholders, all actors in the educational process. achieving full continuity of education is one of the important tasks before us.

In addition, improving the quality of foreign language teaching in higher education institutions on the basis of integrated approaches is an important component of successful socialization of the individual and development in the world community, the mechanisms of which are implemented in the educational process. Particular attention is paid to the organization of the training process at the level of international standards on the basis of integrative approaches, ensuring the quality of educational content in harmony with the culture of the country where the language is studied and expanding pedagogical and didactic opportunities to ensure continuity and continuity.

Research is being conducted in higher education institutions to ensure the quality of professional training of English teachers, modeling and designing the educational process, improving professional training on the basis of integrative approaches, developing cultural and intercultural professional qualities and personal competence in the educational process. At the same time, research on teaching English to future teachers and their professional training in accordance with the European CEFR qualification requirements, raising the quality of education to the international level, diagnosing the level of foreign language skills, modular education, activating social communication, determining the professionalism of English teachers work is underway.

The organization of the process of training future English teachers in our country on the basis of international qualification requirements, training of future English teachers based on advanced foreign experience, training of specialists who can communicate fluently in foreign languages has created a normative basis for enrichment of material and technical base. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies “improving the quality and efficiency of higher education institutions based on the introduction of international educational standards and quality assessment of education” [1]. As a result, the possibility of integrated language teaching in higher education has been expanded.

The system of pedagogical education is evolving, meeting modern requirements, offering new, science-based models and technologies of foreign language teaching to prepare students to work in various professions. The growing status of foreign languages in modern conditions increases the demand for qualified specialists in this field and determines the need to modernize their professional training in the integrated system of higher pedagogical education. The process of modernization of foreign language teaching in higher education is based on the general rules of modernization of the education system of our country.

The development of the idea of modernization of education and its reflection in modern scientific publications and normative documents provides a basis for understanding its essence, directions and ways of implementation in higher

education. Resolution of the President of the Republic of Uzbekistan "On measures to further develop the system of higher education" dated 20.04.2017. № PP-2909 The revision was adopted in order to create the necessary conditions for the training of highly qualified specialists at the level of international standards. [2]

The essence of modernization of education is understood as the mastery of mechanisms that ensure the constant renewal of education. The work on improving education emphasizes that the leading direction in solving the problems of modern education is the concept that reveals the essence of development - its quality and innovation [3]. In doing so, researchers take into account the main characteristics of education in terms of its social, cultural, personal development significance.

A very important characteristic of modern education is its systemic character, which is distinguished by its systemic features in accordance with the humanities, pedagogy and culture. We briefly describe the listed signs, in our opinion, they are directly related to the professional training of a teacher in a higher education institution.

Some aspects of this problem have also been applied by Methodist scholars of the republic, and the linguo-didactic features of the training of future teachers have been revealed. In particular, the methodologist TK Sattarov in his research explains the importance of professional orientation of future teachers in the process of teaching a foreign language:

- Interruptions in the theoretical and practical training of students are easily eliminated;
- opens the way for the holistic acquisition of knowledge, skills and competencies provided to the future foreign language teacher, which in turn helps to improve the pedagogical skills of the teacher;
- allows to clarify the goals and objectives of foreign language subjects in higher education in accordance with the sociolinguistic and pedagogical goals;
- is designed to rationally organize the content of education that can meet the pedagogical needs of the teacher;
- conditions are created for the formation of sociolinguistic characteristics of the teacher and the necessary linguistic and methodological skills;
- The student will feel like a teacher and will be able to understand himself;
- Increased attention to the student's independent learning and self-education;
- has a positive effect on the student's motivation to study and career in general;
- are taught to self-control and correct shortcomings;
- Students receive mental education through the creative acquisition of knowledge, skills and abilities, etc. [4].

U.I. Inoyatov based on social pedagogical necessity, defines its views as follows. Pedagogical innovation is a process that prepares future professionals to work in new conditions, which is a qualitative change in education based on previously acquired knowledge and a new approach to achieving high efficiency. The purpose of such a system is to achieve high efficiency in this area by

improving the quality of the education system, which reflects the content, characteristics, capabilities, tasks, development mechanisms of development stages and principles and methodological recommendations for their use, as well as the process of formation of qualities in teachers. Today, the problems of reform in the education system are related to the potential of teachers. Research and analysis show that the professional competence of the modern educator lags behind the requirements of the rapidly evolving educational process. This situation highlights the urgency of the problems associated with the development of pedagogical education and the improvement of teacher training in the process of continuing education [5]. The seriousness of these problems is unquestionable - the presence of teachers who are not ready to respond to changes in the regular monitoring of the education system, modern social requirements for education, the individual and teachers, and the training of teachers who do not meet these requirements. , the state of the retraining and advanced training system.

In the field of pedagogy, education is considered as a dynamic and integrated, open and evolving system, the ultimate goal of which is "discovery of man in man" to create man (EN Gusinsky, IA Zimnyaya, VP Zinchenko, VV Kraevsky ). Human orientation leads to an understanding of the humanitarian nature of education. E.N. Gusinsky distinguishes the following properties of humanitarian systems: a) humanitarian systems create a system of world modules that integrates without distinguishing the understood and unintelligible component; b) the direction of change of the humanitarian system is determined by its current state and the conditions of the external environment as a whole; (c) The language of the humanitarian system incorporates logical and figurative components without distinction; g) texts created by the humanitarian system are ambiguous, their content differs strongly from the context [6].

The cultural relevance of the future teacher's professional training is logically determined by the cultural nature of the educational institution. The relationship between education and culture is complex, multifaceted, and therefore has different aspects of learning. Here are just a few of them related to the improvement of the system of professional integrative training of foreign language teachers.

Culture is understood as a system of patterns of patterns of objects and events in the life of society, as well as the consciousness and behavior of people who are re-created during the change of generations. The relationship between culture and education is not just a relationship of whole and part, but a complex relationship of reciprocity and reciprocity. Education for itself is the image of culture, for culture it is the creation of culture, its re-creation through education. It embraces the whole culture and thus acquires content and subject for creative re-creation, in which there is a special form and image of culture that is then re-created, giving society a cultural form and a capacity for action.

The revival of the culture of the individual is regarded by eminent scholars as one of the principal tasks of education in the new century; in which culture manifests itself as a condition for the self-organization and self-development of the individual. In this context, the problem of forming a functional culture of the individual in modern education comes to the fore, not only because he has mastered a certain set of fundamental knowledge of cultural studies, but also in professional, labor, socio-political and spiritual spheres, family, life, leisure, communication and alone.

Based on the above, it can be concluded that: the following scientific views should be based on the principle of cultural compatibility of the future teacher training system; the cultural context of educational development in general, including integrative training as part of it; on the need to develop the professional personality and to study the issue of the socio-cultural nature of the sources of professional training of the future teacher during language training; as well as about the value-meaning definition of the individual.

The education policy of modern Uzbekistan is characterized by the desire to ensure a new, increasingly high quality of education in accordance with modern requirements, to give a general purposeful direction to its development, taking into account the interests of both professional and individual. This sets a number of educational priorities:

- Socio-economic priorities of education;
- progressive development of education in comparison with other spheres of social practice;
- education - the field of social harmony (solidarity);
- convenience and continuity of education;
- secularity of education;
- education as a mechanism for preserving national identity and culture;
- taking into account regional, national characteristics;
- The state-society nature of education management;
- Continuity of education and its renewal;
- education - a tool for social and professional mobility;
- mobilization of internal and external educational resources;
- Defining the modern status of educational subjects, increasing their role and responsibility;
- social support of educators;
- introduction of educational standards and standards (standard as a basic basis of education and a guarantee of health of the student, the standard as a social order or the purpose of educational activity, as a modern level of pedagogical and managerial competence).

Technology and it is necessary to conduct research aimed at developing the pedagogical, methodological and technological basis for the integration of information media into one system. International experience shows that an

environment of communicative competence based on simple correspondence leads to a positive pedagogical result. The main form of organization of joint educational activities of students from different cities, regions and countries in the network are electronic, information and didactic tools.

Therefore, any problem solution requires integrated knowledge. The social pedagogical-educational process requires in-depth integration of knowledge, not only the field of scientific knowledge on the problem under study, but also the national and cultural characteristics of the partner, his knowledge and understanding of the world, his views.

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