



The Current State of Development of Faith in the Profession of Future Teachers and Directions for Improvement

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Annotation: This article provides an idea of the existing cases of the development of faith in the profession of future teachers, reveals in detail the methods and instructions for its improvement. The work also analyzes the issues of faith in Islam in ancient times and the opinions of scholars regarding its development. The belief of teachers in their profession requires a deeper study of this field, what is needed in their pedagogical activity through its improvement.

Key words: profession, higher education, upbringing, disciple, muhaddis, encyclopedic scientist.

1. Introduction

For the current stage of society's development, in addition to the application of the advanced results of development in the process of education and upbringing, the training of highly qualified specialists is one of the important directions in this regard. In order to carry out the educational process in higher education institutions with high quality, first of all, we need to train highly qualified and up-to-date specialist personnel. No matter what task we set in front of us, no matter what problem we need to solve, in the end it all comes down to personnel. It can be said without exaggeration that our future, the future of our country depends on who will replace us, or in other words, what kind of personnel will be trained.

Tasks of the research:

clarification of the pedagogical conditions for the development of the professional faith of future teachers on the basis of philosophical, scientific and pedagogical research;

improvement of the conceptual analysis and methodical support of the mechanism of development of professional faith of future teachers based on the integration of subjects in the pedagogical direction;

improvement of the methodology of formation of faith in the profession in the training of future teachers based on the integration of subjects in the field of pedagogical education;

determination of the quality indicators and assessment criteria of the level of development of students' faith in the profession, and mathematical-statistical processing of the results of the pedagogical experiment-test.

The object of the study is the process of developing future teachers' faith in the profession based on the integration of pedagogical disciplines in higher education institutions.

The subject of the research is the content, form, methods and means of developing future teachers' faith in the profession based on the integration of pedagogical disciplines in higher education institutions.

2. Ease of Use

The training of knowledgeable specialists and the development of human potential depend in every respect on the teachers, on their knowledge in organizing and teaching the teaching process.



Pedagogues working in the higher education system strive to improve educational methods in order to have their own individual pedagogical system. The success of a teacher's work depends largely on his personality, character, and interaction with students. In the process of preparing future teachers for pedagogical activities, it is necessary to develop their faith in the profession, as well as to ensure that they have a high level of psychological and pedagogical training.

The process of forming social directions for the development of faith in the profession of future teachers is developed taking into account the following:

- methodological tasks of modern education;
- requirements for pedagogues during the teaching process;
- personality of the subject of training, including youth psychology;
- prospective teachers should set their own perspective by foreseeing the future;
- pedagogical technology of this process;
- factor of social activity;
- values-based approach and objective self-assessment;

It should be noted that in the development of future teachers' faith in the profession, interest is the priority as the basis and necessary condition of the educational process and any activity. In the process of preparing future teachers for pedagogical activity, the system of developing faith in the profession can be expressed as follows:

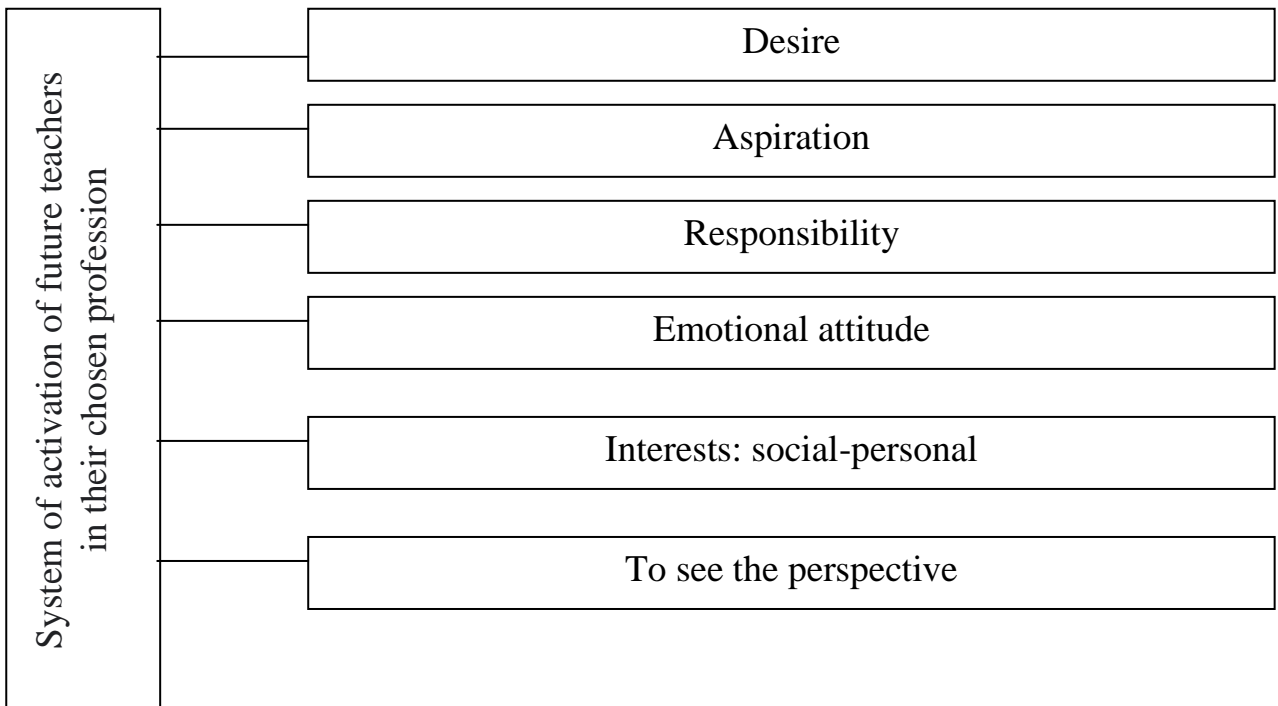


Figure 1. The system of developing faith in the profession in the process of preparing future teachers for pedagogical activities

Assessment of social and personal activities of future teachers can be reflected as follows:



Table 1.

Social and personal activity of future teachers		
In the course of educational activities	In the process of spiritual and educational activity	In the process of pedagogical practice
Evaluating future teachers' performance in accordance with the content of the "I" concept		Evaluating future teachers' performance in accordance with the content of the "I" concept

Teaching is an honorable but very complex profession, and it is not enough to master pedagogical theory to become a good teacher. There are situations that do not correspond to the pedagogical theory, which require a wide knowledge, thorough practical training, high pedagogical skills and creativity from the teacher.

Therefore, from the future teacher:

- capable of pedagogical activity, creative, business-minded;
- fully mastered national culture and universal human values, worldly knowledge, well-versed in religious sciences, spiritually mature;
- A faithful citizen who believes in the development of new Uzbekistan, correctly understands his patriotic duty;
- perfectly mastered specialized knowledge, psychological, pedagogical knowledge and skills, as well as theoretical sciences;
- who love the teaching profession and young people, who sincerely believe that every student will grow up and become a good person, who will help them to develop as a person and mature as a person;
- should be able to think freely and creatively, demanding, fair, polite.

At this point, “What will be the social qualities of young teachers who aim to educate the young generation?” the question can be answered as follows: since time immemorial attention has been paid to the personal social qualities of teachers, and based on the demands of each time, the demands placed on the pedagogue have been improving and becoming more complex. East, including the peoples of Central Asia, followed Islam and its tenets in the 7th-9th centuries. Imam Abu Abdullah Muhammad ibn Ismail al-Bukhari, a great muhaddith, known as a great scholar in the Islamic world, in his work "Al-jami' as-sahih" ("Reliable collection") collected and commented on hadiths about learning a profession, believing in a profession, and its advantages. For example, in chapter 14, in the hadith about a person's profession and working together with his own hands, it is written: “Our people know that I have my own profession. Although I am busy with Muslim affairs, I am the breadwinner of the family through this profession” [1].

In the works of the great thinker Abu Nasr Farabi, he calls people to be enlightened, to work honestly, to acquire a profession, and to glorify the creative and creative power of the human person, his maturity and dignity.

For example, in his opinion, “... whoever discovers the most beautiful and useful thing is really good and useful, if what he discovers is not really in accordance with his own desire and someone else's desire, or if it is suspected that it is in accordance with the desire of others” [2].

Education is based on learning knowledge. Education is activity-based, that is, it is possible to observe the future teacher's passion for the profession. If he is interested in the profession, this interest will completely bind him to the profession, as a result, the future teacher will become a true lover of the profession.



Al-Khorazmi, the great mathematician of the East, thinks in his "Teachings" that "Work is a flood, if this flood stops, it will be absorbed." The great thinker al-Khwarizmi tells a vital and important truth in these verses. That is, life without water compares that there is no life without labor, as there is no life without water, and the absorption of water into the earth is compared to the dry passing of life [13].

The encyclopedist Abu Rayhan Beruni believes that the happiness and maturity of a person lies in his honest work and learning a profession. The great scholar emphasized the importance of productive work in his works and said, "... all valuable things are created by human labor, and the dignity of a person is glorified not by who his descendants and ancestors were, but by his honest work. For this, work is necessary, only intelligence and the revitalization of work will determine people's lives" he says.

Abu Rayhan Beruni believes that a person's intelligence, ability, and power will increase due to honest work and occupation. With this, he highly appreciates such qualities as hard work and honoring his profession. The following wisdom of the thinker is worthy of praise: "The value of every person is in doing his work with admiration" [6].

According to the sage Yusuf Khos Hajib: "Everyone should learn a profession as an active participant in social life, and serve his people and country with his profession". In fact, the desire to study and work should be a vital need for every person.

Mahmud Kashgari, in his work entitled "Devonu Lugotit Turk", ("Collection of Turkish words") says, "Do good to knowledgeable and intelligent people and listen to their words. Learn sciences and professions and implement them" encourages, condemns evil, honors the people of knowledge and profession, calls people to learn from them. So, with these words, the great sage equates productive work with learning science. A person is considered a knowledgeable and intelligent person only if he works and learns a profession [9].

The great thinker of the East, Alisher Navoi, in the epic "Farhad and Shirin", the wrestler Farhad promotes the interest in the profession and encourages the youth to take up several professions. He also praises Navoi Farhad as the owner of several professions, i.e. he has mastered such trades as hairdressing, painting, and painting [7].

Saadi Shirozi (1184-1292), considered one of the great scholars of XII-XIII centuries, in his book "Gulistan" in chapter 7 titled "Remembrance of the influence of education" says the following story: "O my dear children, learn a profession, no matter who you are, property and possessions destroy trust. Nedinkim, the profession is a great state in its nature, and wherever one goes, the owner is respected, and he kills at the top of the assembly, and a person without a profession begs, and wherever he goes, he is disrespected and ignored" [14].

The teaching of Bahavuddin Naqshband spread widely in Central Asia and Khorasan in the 14th-18th centuries. He encouraged everyone to learn and master trades.

The main ideas of Bahavuddin Naqshband's teaching are as follows:

1. Calling people to work honestly, to learn a trade, to enjoy only the fruits of their labor;
2. It is expressed in the phrase "Dil ba yoru, dast ba kor", i.e. ("Dedicate your heart to God and your hand to work") [5].

During the admission of the students to the madrasa, they asked them if they had any profession. A person without a profession is not admitted to study.

In Zoroastrian teaching, it is said that "the duties of teachers and priests are to teach children knowledge in the direction of goodness, to educate them to distinguish between good and evil, and to guide them to the right path." In his "yashts", the leader of teachers-teachers, who fights against



evil with wisdom, inculcates the truth, pure faith, and honest intentions into the minds of children, is praised.

Similarly, in the “ages” of “Avesta” laziness, indifference, irresponsibility, imprudence, lack of study, lack of improvement of knowledge and skills, prevent children's intelligence and their independent thinking, at the same time, “rust” the minds of young people, weaken their relationship to life, work, “Bad teachers” who weaken faith and traditionally impoverish them are severely condemned.

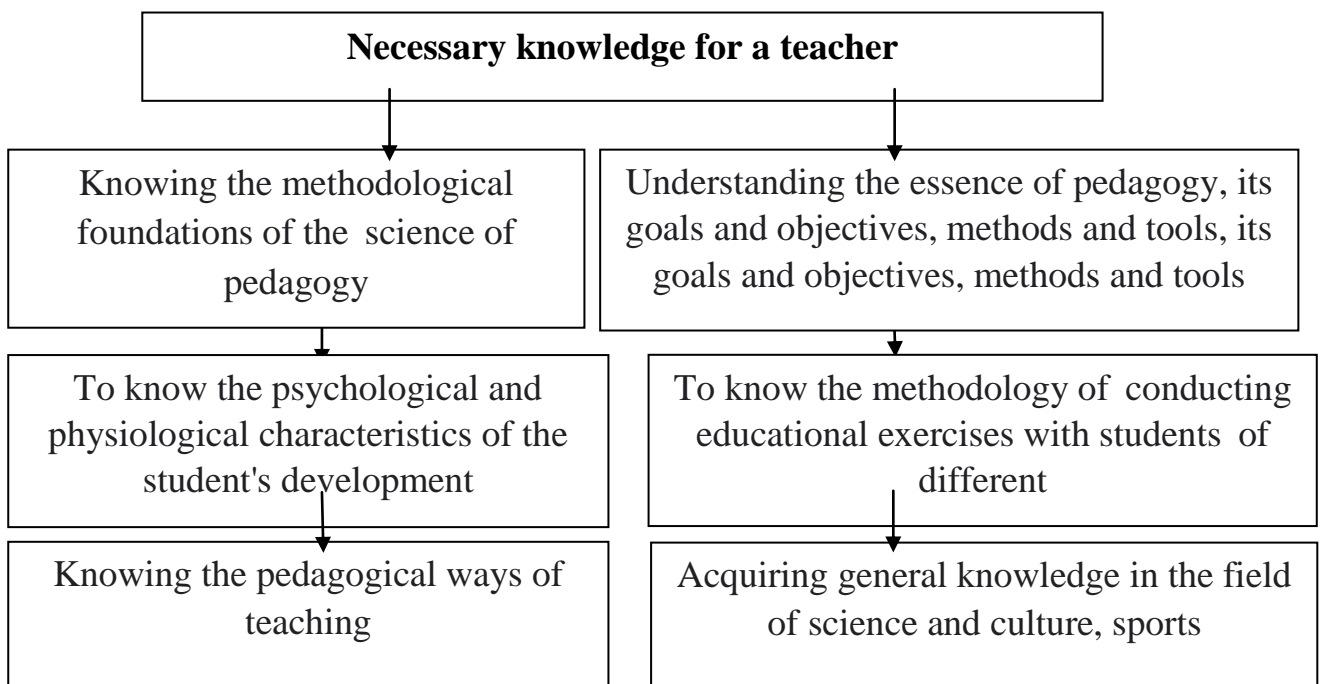
Zoroaster's communication with the High God Ahuramazda also says about good and bad teachers: “Noshud, a bad teacher destroys the craft from the heart of a student, O Yazdon, protect yourself from a bad teacher” [3].

Giving knowledge to students is the teacher's responsible duty, Ibn Sina expressed the following thoughts about what a teacher's personality should be:

- being strict and serious in dealing with children;
- to pay attention to how students acquire the given knowledge;
- use of different methods and forms in education;
- the student's memory, ability to acquire knowledge, knowledge of personal characteristics;
- ability to be interested in science;
- distinguish the most important of the given knowledge;
- providing knowledge in accordance with the age and intellectual level of students;
- it is necessary to achieve that each word is at the level of arousing children's emotions.

Science, literature and art, enlightenment rapidly developed during the reign of Muhammad Taragai Mirza Ulugbek. Also, ideas such as class systems of teaching, teaching children by age, setting a specific period of educational work have been put forward and implemented to a certain extent. At the same time, Ulugbek attached great importance to the knowledge and skills of human qualities of teachers and teachers. He ensured that their material needs were met from state support, and demanded that they participate in scientific research [8].

Professional profile of a future teacher





As noted by the great psychologist S.L. Rubinstein, the pedagogical process forms the personality of the developing student as a function of the future teacher, which depends on how much the teacher directs the student's activity or, on the contrary, does not feel the need for it. The role of the teacher in the development of a person is extremely important, because he acts as the organizer of the education and training process. Therefore, in the current conditions, a high demand is placed on the teacher's organizational ability, so the wealth of socio-historical experiences is directly related to the increase in the scope of needs [11].

On the basis of professional knowledge, pedagogical principles and rules form the basis of behavior and behavior of a pedagogue. Each pedagogue creates these principles and rules based on his own experience, but determines their laws with the help of scientific knowledge. It is necessary to constantly improve this knowledge. As noted by the great pedagogue A. Diesterweg "A teacher who does not strive for scientific research will be condemned to the abyss of devils who seduce from pedagogy such as work, simplicity and fakeness" [4].

Pedagogical scientist N.A. Muslimov developed the scientific-methodical foundations of the formation of professional qualities in future teachers. In N.A.Muslimov's research: "Among the important activities carried out in the system of Higher Education, the tasks of forming a new generation of specialists, nurturing a spiritually-morally mature, independent worldview, creative-minded, rich national heritage, as well as a harmonious personality loyal to Universal and national values are set" he noted [12].

The problem of creating a personal model of teachers and improving professional pedagogical training based on it was researched by the well-known pedagogue M.N.Skatkin [10].

Pedagogical scientist V.M. Blinov believes that achieving high efficiency in educational work requires the assignment of differentiated tasks, taking into account the individual skills and abilities of future teachers.

Researcher A.A. Shoyusupova in her works has shown on a scientific basis that the teacher's model serves to select and systematize the content of the educational standard, curriculum and program as a social order of society.

The main conflict that ensures the development of the teacher's faith in the profession is determined by the difference between human abilities and the requirements of pedagogical activity. Each teacher resolves conflicts arising in the pedagogical process at the level of his capabilities and abilities. This activity determines the individual style of the teacher.

The teacher should have self-control, determination, courage, bravery, respect and attention to the people around him, confidence in his abilities while feeling his shortcomings, honesty in evaluating his work, strong will, the ability to purposefully direct his energy, concentrate his abilities in the way of activities and the implementation of set tasks. It was determined that a person can achieve a high level of professional skill only if he has the qualities of ability to receive, correctly manage his activities in the implementation of the set goal, mental activity and adapt to changing conditions, the power that drives the person and the ability to compare his capabilities with the social world.

Acknowledgements

In conclusion, let's say in the process of conducting the research, the process of developing future teachers' faith in the profession and preparing them for teaching activities was studied. It was conducted on the basis of the experiences of scientists living and creating in our republic, achievements in folk pedagogy, customs, traditions, and theoretical and educational pedagogical researches related to education and upbringing of the youth of the present time.



1. Recognizing the harmony, integrity, and overall connection of the concept of faith in the profession, which is important for teaching, it was determined that future teachers should develop feelings of trust and faith in national spirituality.
2. Since the concept of faith in the profession is a socio-philosophical and socio-cultural concept, its content includes the feelings of raising the position of the modern teacher in the social society, raising his status, and raising respect for the teaching profession in the minds of the young generation.
3. The system of developing faith in the profession of future teachers is the organizational and management activity of various state and social organizations, institutions, schools, as well as the family, and it was determined that it is related to the process of professional and social self-determination according to the interests of society and the personal interests of learners.
4. Belief in the profession is an integral description of the motivation of the professional activity, which is determined according to the desire in the field of personal motivation, and is a direction consisting of personal interests, attitudes and goal-oriented aspirations.

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