

Factors and Mechanism for Creating Conditions for Professional Adaptation of Future Karakalpok Language Teachers

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Orolbo 'yi tibbiyot va transport texnikumi qoraqalpoq tili fani o 'qituvchisi

Abstract: *The article discusses the requirements for future teachers of the Karakalpak language and literature. It also provides detailed information about pedagogical skills, the advantages of the teaching profession, and their work activities.*

Keywords: *Technical school, teacher, pedagogical skills, innovation, Karakalpak language, methodology.*

In the development of strategic plans for the development of the labor and educational services market in the Republic of Uzbekistan, special attention is paid to the issues of forming the level of professional training of specialists and their ability to adapt to the requirements of their activities. This, in turn, leads to the need to solve the following tasks related to increasing the effectiveness of the process of professional adaptation of future teachers:

- determine the content of professional adaptation of future teachers based on modern labor market requirements and proposals for the training of pedagogical specialists;
- identify pedagogical and psychological factors and conditions that form the innovative potential of high-quality mastery of professional knowledge, skills and qualifications;
- determine and implement in practice the pedagogical conditions of professional adaptation based on a creative and collaborative environment based on a systematic approach;
- develop and implement in practice new publications, electronic textbooks, educational and methodological complexes that serve the socio-pedagogical aspects, theoretical issues of professional adaptation of future teachers and independent education of students.

It is known that the professional adaptation of future teachers is a purposeful, systematic process. In modern pedagogical and psychological research, the stages of the process of professional adaptation of future specialists are described in different ways.

In particular, the researcher N. Egamberdieva explains the stages of adaptation as follows:

- 1) balancing - the emergence of a balance between the individual and the environment in the form of mutual respect for the system of values and norms of behavior;
- 2) false adaptation - the unity of external adaptation to the conditions and a negative attitude towards its norms;
- 3) habituation - recognition and acceptance of the values of the new environment;
- 4) assimilation - the psychic reorientation of the individual, the transformation of previous views, orientation, and attitudes.

B. Juraev studies the stages of adaptation of future teachers to the new socio-cultural environment by dividing them into the initial period, the period of adaptation, the period of accommodation, and the

periods of assimilation[1.203]. This covers the periods from the individual's value system to the mutual harmonization of the value systems of the individual, group, and environment.

During the study, based on the results of the study of modern requirements for the professional adaptation of future teachers, the study of the pedagogical and psychological aspects of the formation of professional adaptation, as well as the conclusions of the diagnostics of the capabilities of higher educational institutions in this process, it was determined that the process of professional adaptation of future teachers proceeds in the following stages:

Stage I. Motivational orientation to professional activity; formation of professional ideas; mastery of professional knowledge; understanding of the requirements of professional activity (through socio-theoretical and pedagogical-psychological knowledge provided in the content of general education and general professional subjects in pedagogical colleges).

Stage II. Mastery of the requirements of professional activity; knowledge, mastery of professional competencies, communication, professional creativity; determination of an innovative approach to activity (through special subjects, pedagogical practice, circles, creative castings, extracurricular activities, independent education).

Stage III. Professional self-awareness, adaptation; development of professional skills and qualifications; formation of pedagogical abilities and professional qualities (through general and special subjects, educational practice, independent education).

From this point of view, during the study, special attention was paid to the task of developing the factors and necessary conditions influencing the process of professional adaptation of future teachers and its theoretical substantiation.

An important condition for ensuring the effectiveness of the above tasks is the substantiation of objective and subjective (external and internal) factors influencing the process of professional adaptation of future teachers.

Pedagogical scientist V.A. Slastenin, studying the issues of forming the professional training of future teachers, includes the quality of the education received as objective factors of achieving high professionalism, that is, professional maturity, and the subjective factors include the ability of the individual, his professional orientation, responsibility in effectively solving pedagogical tasks, and his approach to the specialty [2.54-56].

The pedagogical scientist also divides the factors affecting the success of the professional adaptation process of future teachers into two categories: subjective (internal) and objective (external) factors. The author associates the internal factors affecting the professional adaptation of a future specialist with his individual psychological qualities, while the objective factors offer aspects related to the environment and educational conditions.

In conclusion, within the framework of the study, the influence of these factors on the process of professional adaptation of future teachers was studied, and a set of effective measures in this regard was developed and implemented in practice. Based on the final analysis of the results and the level of effectiveness of pedagogical and experimental testing, the following conclusions were drawn from the scientific research work:

The need to improve the content of professional adaptation of future teachers at the level of modern professional requirements and proposals for the personality of a pedagogical specialist was substantiated.

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