



THE THEORY OF IMPROVING STUDENTS' MANAGEMENT SKILLS IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation: The learning process is a memorable part of both teachers' and students' lives. Regardless of the field, all those who have gained professionalism will be taught as teachers first. As a result, one of the most serious challenges today is the training of outstanding and excellent employees in the field of pedagogy. This article examines pedagogical theory and history in the specialization of improving students' management skills in higher educational institutions and goes into great detail about how pedagogical and psychological opportunities are formed during the teacher training process.

Keywords: pedagogical and psychological training, psychological process, professional adaptation, curriculum, educational material, higher education.

Motivational and social factors influence the socio-theoretical training of students in higher education institutions, the content of which contains information, knowledge, and science fundamentals acquired in general education. Students' pedagogical and psychological training is based on educational process principles, educational material and documents that cover its essence, forms, techniques, and tools of teaching, as well as knowledge of the student's age and individual features and psychological state. It is decided by the acquisition's level of professional knowledge, skills, and abilities. In this case, key components include the correct design and implementation of the student's educational process, the organization and management of teachers' and students' activities, the correct direction of students' learning activities, teaching, and the degree of mastery of skills in the effective use of forms, methods, and tools of control and evaluation in the fields of science, training, and subject. The ability to actively master and use these advances is one of the modern needs for future teachers' professional adaptability. Occupational psychology is the study of an individual's professional growth, in which the individual's development is considered a professional formation. The person's psychomotor, motivational, and cognitive qualities are considered, as well as his professional accomplishments, the relationship between the person and his profession, and the universe of professional tasks and professions. Occupational psychology is the study of the value of professional activity for a person, as well as the development of professional creativity, maturity, and impact on life. The analysis of professional activity, the research of professional goals, challenges, and the definition of professional needs are all important components of professional psychology. Innovative training is one of the professional training criteria that is determined by the formation of an axiological, archeological, creative, reflexive approach to pedagogical activity, the creation of a collaborative learning environment, the use of innovative technologies in the teaching process, and active motivation for innovative activities. The identification of a set of necessary conditions for the acquisition and full implementation of professional knowledge, skills, and competences in the following domains is another important component of the process of professional adaptation for future teachers. Because a positive and goal-oriented instructional environment makes it easier to attain the process's targeted outcome. As you are aware, future teacher professional development is a complex and individual process. In this instance, it's a good idea to look into the student's personality, educational circumstances, environment, and interpersonal interaction system. Furthermore, an efficient adaption process aids future teachers'

formation and professional development, as well as their purposefulness and axiological attitude to professional work. This has an impact on the professional's efficiency, effectiveness, and longevity. Prospective teachers must understand how to convey their knowledge to children and how to teach them to think, which necessitates a thorough understanding of the human psyche, mental activity particular, and the age features of school students. The psychological sciences are interested in the uniqueness of the child's emotional volitional area, as well as the retention of interest in the subject. Theoretical information about the person, his inner world, psychological processes, features, and states is gained by prospective instructors when they study the course "General Psychology." This knowledge is augmented by knowledge of the individual, his inner world, and it has an uncanny influence on the future teacher's creation of the "I" image. The methodological discipline of psychological and pedagogical disciplines is aimed at assuring the integration of associated scientific information in the analysis and justification of successful teaching methods at each stage, in each individual circumstance. The technique's main feature is that it consists of didactic processing of specific material chosen for school study, that is, the subjects in question equip future teachers with knowledge in the field of methodology of a specific subject, stimulate scientific and methodological creativity, and awaken creative abilities. It should be highlighted that the process of acquiring professional knowledge is the end outcome of educational activity in higher education institutions. However, even the most well-prepared specialist may not be available for the work at the appropriate time. Pedagogical action cannot be successful or ineffectual in this scenario. It is self-evident that a specialist's professional training requires not only the required level of professional knowledge, but also psychological training, self-management and orientation to the desired activity, educational process management, and professional, spiritual, and physical capabilities in the required conditions. The development of professional abilities and competences connected to the ability to focus on issue solving and process adaptability. Because these skills and competencies are considered to be necessary phenomena in the process of professional adaptation of future teachers. Professional skills and competences are a system for automatically transforming an individual's acquired professional knowledge into practical actions that arise during practical activity. One of the most serious challenges is the modernization of higher education institutions' instructional processes in accordance with societal demands, democratic principles, and production specialist qualification criteria. Personal orientation and professional drive are two of the most important social psychological aspects in prospective teachers' professional orientation, as they speed up the process of students' adaptation to their chosen field of activity. The development of professional traits, which is a crucial factor in the effective implementation of professional activities, as well as the successful acquisition of professional knowledge and skills, is one of the most significant tasks in the field of research.

Purposefulness; perseverance; ability to focus; diligence; observation; development of pedagogical tact and pedagogical imagination; social activity; initiative; personal example; such as making a direct contribution to the further enrichment of universal and national values are all important factors in the success of pedagogical activity. Professional qualities can be developed to ensure emotional unity with students, to create a lesson communicative system and a good climate, and to successfully carry out pedagogical tasks. The current work experience of potential teachers is also a significant component of their professional growth. Job experience, in reality, is defined as the total of professional abilities and competencies acquired via work activities. However, future professionals' lack of work experience, particularly future teachers', demonstrates that they have not yet put their existing professional knowledge to the test in reality and do not have a firm understanding of the demands of real-world professional activity. This obstructs the content and methodological aspects of education, as well as the development of professional future ambitions and the construction of optimal educational process practical settings based on individual skills. As a result, the development and execution of successful methodological features of theory and practice integration in the professional adaptation of future teachers leads to the construction of work experience in students as well as an increase in the level of active approach. The full alignment of future teachers' level of professional knowledge, skills, and abilities, professional (spiritual, personal, and physical) opportunities, and professional traits to the efficiency of their job is one of the criteria for professional adaptation. One of the main criteria

evaluated in this process is the individual's personality. In addition, the psychological and pedagogical research identifies four sets of characteristics that influence potential teachers' professional adaptability. The first set of elements is socioeconomic, which provides a variety of possibilities for young people entering society at various stages of development to put their existing talents and opportunities to good use. To begin with, this type of job, its evolution, and future prospects are all linked to the necessity for this or that specialist in society. The second category includes sociological and psychological elements. The impact of the micro and macro environment on the individual's socialization is critical in this process. A person's value orientation, unique social rules, and stereotypes of attitudes toward distinct groups of professions are established under the influence of the social environment. Students in pedagogical higher education institutions' socio-theoretical training is impacted by motivational and social elements, the content of which includes information, knowledge, and science fundamentals learned in general education. The principles of the educational process, the content of education, and the documents that cover its essence, forms, methods, and tools of teaching, as well as knowledge of the student's age and individual characteristics, as well as their psychological state, are the foundations for pedagogical and psychological training of students. The amount of professional knowledge, skills, and abilities in the field determines this. The ability to actively master and use these advances is one of the modern needs for future teachers' professional adaptability. Innovative training is one of the professional training criteria that is determined by the formation of an axiological, creative, and reflexive approach to pedagogical activity, the creation of a collaborative learning environment, the use of innovative technologies in the teaching process, and active motivation for innovative activities. The identification of a set of necessary conditions for the acquisition and complete implementation of professional knowledge, skills, and competences in the above domains is another significant component of the process of professional adaptation of future teachers. Because a positive and goal-oriented instructional environment makes it easier to attain the process's targeted outcome.

The composition of a person's professional vision, concepts, and then the acquisition of information, skills, and abilities in the specialty, the identification of professional attributes, and the degree of professional adaptation determine the formation of professional training in that individual. Vocational adaptation refers to a prospective specialist's level of professional competence in the context of objective and subjective education, learning the needs of future professional activity, and adapting to the activity process. Future teachers' initial prospective preparedness for professional action is based on their existing practical training. As a result, it is vital to instill in pupils the necessary professional knowledge, skills, and abilities during the establishment of vocational training in educational institutions. A mix of facts and theoretical knowledge necessary for the task performed in a certain work activity is referred to as vocational knowledge. The professional knowledge to be learned by future teachers is established by the content of the qualification criteria for the quality of the individual, which is an important factor for determining the efficacy of the professional adaptation process.

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