

THE EFFECTIVENESS OF ORGANIZING THE TRAINING PROCESS DEPENDS ON THE PERSONALITY OF THE TEACHER, HIS PROFESSIONAL KNOWLEDGE AND SKILLS

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Annotation. The article analyzes the effectiveness of the educational process using the modernized teaching method in accordance with the professionalism and skill of the teacher and the quality of the classes. The primary reason for the successes and failures of students lies in the manifestations of the teacher's personality; the effectiveness of the innovative learning process largely depends on them. Being a direct participant in the entire learning process, the teacher holds in his hands the threads of controlling the cognitive and teaching process. Therefore, the effectiveness of the entire process of forming a competent professional specialist depends on the personality of the teacher, on his personal and professional qualities. The teacher is thus a central figure in the entire system of professional higher education. His skill directly produces the quality of training of students, in the future professional personnel of the state.

Key words: formations, innovation, knowledge, technology, methods, expedient, psychological barrier, communication qualities.

The changing role of education in the life of society has determined a significant part of innovative actions. If previously the absolute focus of education was the creation of knowledge, skills, information and social skills (*qualities*) that provide the "striving for life," interpreted as the ability to adapt an individual to social circumstances, today education is increasingly focused on the formation such technologies and methods of influencing the individual, due to which the correlation between social and individual needs is ensured and which, triggering the mechanism of self-development (*self-improvement, self-education*), guarantee the individual's desire to realize his individuality and change society. The search for solutions to pedagogical problems of innovation is combined with the need to analyze the results of research into the essence, structure, systematization and specifics of the flow of innovative processes in the field of education. The modern concept of "education" is associated with such terms as "training", "upbringing", "development". Before this concept began to be associated with enlightenment, it had a broader interpretation. In dictionaries, the term "education" is considered as a noun that comes from the verb "to form" in the sense of "to create", "to form" or to develop. Creating something new is innovation. From this we can come to the conclusion that education, in essence, is an innovation that reveals the creative abilities of an individual, and also ensures the individual's desire to realize his individuality. Most educational institutions, trying to introduce new elements into their own activities, in practice encountered a serious contradiction between the existing need for rapid development and the inability of teachers to do this. Today, the teacher must provide conditions for the full development of the individual in social, psychological and intellectual terms. It is necessary to master a holistic system, including goal setting, selection of content and educational (*training*) technologies, analysis of results, that is, innovative professionalism. Much more attention today is paid to the development of man as an individual - his consciousness, spirituality, culture, morality, as well as highly developed intellect and intellectual potential. In this regard, there is no doubt about the extreme importance and necessity of such training of the younger generation, in which educated, intellectual



individuals would emerge from the walls of educational institutions, possessing knowledge of the fundamentals of science, general culture, the ability to think independently and flexibly, to proactively and creatively solve life problems. and professional issues. That is why there must be a constant creative search, the purpose of which is to find new forms and techniques that make it possible to combine the work of education, development and upbringing of students at all stages of education into a single process. The teaching staff needs to implement a concept that presupposes the need to provide students with solid knowledge in the scope of the curriculum material with the simultaneous implementation of the comprehensive development and formation of the personality of each student - taking into account his individual abilities and capabilities. The ways and means of implementing these principles must be largely creative, unconventional and at the same time effective. Innovative classes are implemented, as a rule, after studying a topic or several topics, performing the functions of educational control and assessment of students' knowledge. Such lessons take place in an unusual, non-traditional setting. Such a change in the usual environment is advisable, since it creates a festive atmosphere when summing up the work done, and removes the psychological barrier that arises in traditional conditions due to the fear of making a mistake. Such classes are carried out with the mandatory participation of all students, and are also carried out with the indispensable use of auditory and visual aids (*computer and video equipment, exhibitions, booklets, stands*). Innovative classes are more popular with students due to their unusual and attractive design, non-standard form, interactive methods of organization and conduct, lack of a rigid structure, the presence of conditions for self-realization, etc. Therefore, such classes should be in the arsenal of every teacher. At the same time, it should be taken into account that in such classes, the serious cognitive work of students gives way to the creative component, due to which they should not prevail in the overall structure of training and the teacher needs to determine the optimal place of non-traditional lessons in his work. One of the most pressing is the problem of teaching staff. Therefore, in the process of creating conditions for the most effective organization of the process of training professionally competent teachers, there is a relationship between its two subjects - the student and the teacher. With this approach, students come to the forefront of the educational process: they think, exchange thoughts, study, create collective mini-projects in small groups or in pairs, prepare for the presentation of these projects, discuss, argue, compare, and the teacher speaks in the role of an adviser, he is, as it were, in the shadow, although, of course, it is he who offers the material, explains it, directs the "thought and speech" of the students, but does not determine their course too rigidly and methodically, only organizes the educational process and monitors so that neither words nor thoughts dry up; that is, he teaches, and does not instruct, does not give categorical assessments, he gives tasks, instructions for their implementation, activates a dialogue form of learning, and then everyone in the group exchanges the results of completing these tasks. Thus, in order to substantiate new approaches to the learning process in educational institutions, we see it as necessary to present a detailed picture of the requirements placed on the personality of a teacher at the present stage of social development. If we talk about the effectiveness of organizing the innovative learning process, we can note the fact that the root cause of all successes and failures that accompany the pedagogical process are manifestations of the teacher's personality. In this regard, in the learning process it is necessary to consider the personal qualities of the teacher. And here, first of all, it is necessary to note the communicative qualities of the teacher, his ability to communicate, remembering that when communicating with the audience you need to "talk, not talk," acting as an oracle, and answering all students' questions with edification. It is necessary to win the attention and respect of the audience, to have the ability to strive to bring less prepared students through pedagogical skill to the level of the group.



The goals of students must precede the tasks of the teacher, one of which is to create the necessary conditions and learning environment for the manifestation of the potential of each student. Students easily recognize a teacher who is truly interested in their successes and achievements, their professional development, and who approaches the process of organizing the educational process seriously and with soul. Another task, the solution of which is necessary for the teacher to effectively organize a lesson, is expressed in diplomatic skills, the ability to negotiate, encourage students to engage in dialogue, and activate the interactive form of teaching during the lesson, which is hardly possible without professional knowledge of both verbal and nonverbal means of communication. One of the most important qualities of a teacher is personal interest in training future specialists. To activate the motivational component of the lesson and reveal the internal potential of students, it is necessary to show personal interest in discussing issues in the specialty. The next, no less important condition for training a professionally competent specialist is that the teacher has a system of professional knowledge. A necessary condition for the effectiveness of any type of activity is the motivational aspect as one of the ways to increase the effectiveness of the learning process. Let's analyze the main ways to increase students' internal motivation. There are two types of motivation: internal and external. For most students, extrinsic motivation is based on the desire to do well in an exam and get a good grade. Most of them do not realize the need to become a good teacher, the importance of knowledge for their future professional career. But even those who understand the importance of such knowledge perceive this need as something distant, in no way connected with pressing problems and personal interests. In connection with the above, one of the main tasks of the teacher is to identify the current interests of students, as well as to develop the most effective types of educational activities. Only in this case will the teacher be able to stimulate learning activity and increase student motivation. It is very important to increase the internal motivation of trainees and give them the opportunity to fully realize their abilities and knowledge. This can be achieved in the following ways:

1. A simple but effective way of motivation is to conduct classes in the form of open discussions, when students themselves choose a topic for conversation and discussion. They discuss what genuinely interests them. The role of the teacher is to guide and support the discussion (although, of course, he can also suggest his own topics). Those issues that will most interest students can be discussed in more detail in subsequent lessons. It is advisable to conduct such discussions at the beginning of the school year in order to compile a list of issues that most interest students.

2. Another effective way to increase motivation is to organize their meetings with outstanding teachers, Excellence in Education of the Republic of Uzbekistan, specialists whose professional responsibilities include teaching. This practice is widespread and particularly effective.

3. Even well-prepared students often experience the so-called. "the language barrier". Special seminars will help you overcome it, during which the most frequently encountered difficult questions when studying a particular topic are discussed in detail. Such seminars will not only teach students how to solve these problems, but will also help improve the moral and psychological climate in the study group. And this, in turn, will help the teacher conduct more effective teaching.

4. The teacher must not only know his subject well, but also apply non-standard, unconventional approaches to teaching, and use different sources. This is especially important in cases where students need the ability to apply their knowledge in practice.

The root cause of students' successes and failures lies in the manifestations of the teacher's personality; the effectiveness of the innovative learning process largely depends on them. Being a direct



participant in the entire learning process, the teacher holds in his hands the threads of control of the cognitive and learning process. Therefore, the effectiveness of the entire process of forming a competent professional specialist depends on the personality of the teacher, on his personal and professional qualities. The teacher is thus a central figure in the entire system of professional higher education. His skill directly produces the quality of training of students, in the future professional personnel of the state.

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