

**ISSUES OF PREPARING FUTURE TEACHERS IN US PRACTICE****Abdullayev Alibek Qodiraliyevich***QDPI, t.f.n, informatika kafedrasi dotsent***ARTICLE INFO.**

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**Abstract**

Analyzing the experience of training future teachers in the US practice, identifying common points, the commonality of approaches to the organization of education and allows you to identify the differences. In the article, the work aimed at increasing the prestige of the teaching profession in the United States, the issues of career orientation and training of applicants are highlighted.

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Currently, almost all developed countries of the world have realized the need to reform the national education system. The strategic direction of the development of the school education system in different countries of the world is the way to solve the problem of person-oriented education. According to this principle, educational systems are developing in advanced countries, which correspond to the humanist direction in philosophy, psychology and pedagogy. The old, traditional, pedagogical paradigm of education has been replaced by a new, developmental, humanistic, person-oriented paradigm.

The analysis of the experience of training future teachers in the USA allows to identify common points, commonalities and differences in approaches to the organization of education, which is especially important within the framework of the concept of the "European House of Knowledge", which is increasingly recognized in the world during the Bologna process. Theoretically summarizing the experience of pedagogical education systems in developed foreign countries makes it possible to develop education based on the trends identified from this experience.

Before considering the issue of the education system abroad, it should be noted that there are terminological features that are taken into account in the process of translation and analysis of information from foreign sources. In the US education system, elementary school begins in kindergarten and continues through the eighth grade. Secondary education lasts 12 years and includes primary, junior and senior high schools. Higher education in the USA includes two-year colleges (Technical), "youth" (Junior Colleges) and local (Junior Colleges); includes four-year colleges and universities [1]. Education in American universities is carried out in three main stages: bachelor's, master's and doctoral studies [6].

After the adoption of the "National Education Goals" program, which states that education is the main indicator of the quality of life [2], laws and regulations on the restructuring of the teacher training system were adopted in the USA. In these documents, various aspects of pedagogical education: its structure, content, interdependence of various components, selection to pedagogical educational institutions, issues of professional development were considered [3].

In the United States, there has been a transition to higher education as the only form of teacher training, more than 90% of which already prepares the country's universities. Students study for 3-4 years in university colleges - multidisciplinary educational institutions, they undergo general education and special training in the field of knowledge they have chosen.

Future teachers can simultaneously study for a year at the university's faculty of pedagogy, study professional pedagogical sciences, undergo pedagogical practice, or graduate from the faculty of pedagogy after college (in this case, the period of study is extended by one year). The first stage ends with the awarding of a bachelor's degree.

Instructors (graduate-assistants), assistant professors (assistant-professors), full professors (full professors) - scientists teach at teaching colleges. Recently, the number of full-time professors in pedagogical colleges has increased, which indicates that the prestige of the teaching profession has increased, and the quality of teacher training has changed.

The analysis showed that there are ongoing efforts aimed at increasing the prestige of the teaching profession in the United States: career orientation; researches are being conducted to determine the personal characteristics of the applicants to successfully perform their teaching duties in the future; "specialized schools" are being established, where high school students get acquainted with the teacher's duties, the use of audio-visual tools, the methods of lesson analysis and planning, and the principles of preparing lesson materials; counselors discuss with students their opportunities and professional suitability for this profession, issues related to the role of a teacher in modern society, provide information about pedagogical educational institutions, tests, help in choosing a suitable college or university; In many states, "Future Teachers of America" clubs are being organized, where basic knowledge of pedagogy and psychology is given, and practical training is conducted as an assistant to elementary school teachers. Work is carried out in close contact with teachers of pedagogical colleges.

The adoption of new school standards is connected with the need to unify national curricula, to equalize the knowledge of students of different schools, to raise the level of education in the country, and to create a basis for assessing and measuring the individual achievements of students, and to establish a balance between knowledge and skills (including intellectual and communicative skills).

Systematic improvement of teacher training based on the following 6 main principles to improve all stages of teacher training (recruitment, initial training and professional development of mathematics and science teachers) by the Scientific Research Council Committee on Teacher Training in Natural Sciences and Mathematics (CSMTP) suggested:

- improvement of teaching and training of pedagogues is considered as a national priority;
- training of teachers should be carried out throughout the activity;
- the rewards and expectations associated with the teaching profession should be reviewed and compared with other professions;
- higher education institutions increase their responsibility for improving the qualifications of teachers;
- to implement these requirements, cooperation between all interested parties is necessary;
- specialists responsible for content selection (ie, mathematicians, scientists, engineers) should be involved in the work on creating standards for teacher training [5]. In the new standards, the general and special training of the future teacher ceased to be superior to professional-pedagogical training. In the process of training teachers, the need to take into account the personal characteristics and interests of students, create conditions for self-realization of the student, and solve the problems of implementing the ideas of humanizing the teacher's activity and personality led to changes in the system of the educational process.

Today in the United States of America, the main emphasis in teacher training is on the formation of independent work, self-teaching skills, and always individual natural abilities and professional.

aimed at taking into account interests. For this, individual study plans, programs for gifted students, study of elective subjects, the possibility of studying at two faculties or two universities at the same time, the ability to quickly change education, faculty, higher education specialization are widely used. Effective forms and methods of their preparation are being sought.

Special classes are devoted to speech culture, voice adjustment, correct diction. American students study the "Means of Communication" course. Special attention is paid to pedagogical practice lasting 4-6 weeks [3].

In the process of training future teachers, various developmental, person-oriented educational methods are used: "enthusiastic" groups, "brainstorming", "aquarium", seminar classes, discussion, "affective educational methods" (role-playing games, to develop the creativity of individual students and the whole group assignments) and others [4].

Thus, the analysis of the process of training future teachers in the USA made it possible to identify the following trends:

- by increasing the number of full professors (full professors - professors engaged in scientific activity) participating in the professional development of professors and teachers, the scientific research activity of students is developing, which serves to increase the quality of teacher training;
- the establishment of specialized schools and clubs "Future teachers of America", where students are given basic knowledge in pedagogy and psychology, where assistants to elementary school teachers are trained, where the position of consultant is introduced, who analyzes professional suitability and discusses with students the role of teachers in modern society, this will lead to an increase in the value of the teaching profession.
- to take into account the changes in school standards in the preparation of subjects, to focus on the formation of the skills of the special features of the subject and the personality of the students, the use of modules, the planning of elective courses, the evaluation of the results of one's work and self-improvement, the creation of professional growth plans, more effectively, to the individual preparing for directed education, applying the ideas of synergetics in the educational process.
- more effective conditions will be created for gifted students to use individual curriculums and programs, to study elective subjects taking into account their individual characteristics, to work independently, study independently, and develop independent education skills;
- active use of various developmental, problem-oriented, corporate and individual-oriented methods of education, implementation of the ideas of humanizing the activity and personality of the teacher, his social adaptation, mastering the skills of effective interpersonal relations, preparing teachers to take into account the unique personal characteristics of the student in the educational process, the student himself more effectively solves the problems of creating conditions for his understanding.

In the United States, the system of training future teachers ensures the variability of the educational process, the opportunity for teachers to choose educational methods, the development of the personality of students through the use of developmental educational methods ("exciting" groups, "brainstorming", "aquarium", etc.), their self-learning creates conditions for the formation of self-development skills, which corresponds to individual components of the person-oriented approach.

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