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characteristic of mathematical thinking (or thinking) of mathematicians. He proceeds from the fact that teaching mathematics is the training of mathematical activity.

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Improving Professional Activity of Future Teachers

Key words: *professional activity, lesson, teacher, readiness, indicators.*

Annotation: *the article deals with the problems of perfection of professional activity of future teachers.*

Indicators of readiness for professional activity cannot be regarded as isolated, self-sufficient elements of multilevel vocational training. The whole sense of the proposed indicators of readiness, all the requirements for them should be based on the idea that any indicators of readiness should be elements of an integrated system. The purpose of creating indicators is to develop them as one of the components of the system, to give a clearer focus to the entire training of the teacher. In this regard, the development of indicators of readiness for professional activity should be based on a number of principles. First, the indicators of the readiness of the specialist in the field of education should contribute to the preservation of a unified educational space in the Republic of Uzbekistan and the entry of the domestic system into the world system of teacher education.

Secondly, the indicators to be created should make it possible to determine the specialist's readiness for constantly changing professional activities, i.e. it is necessary to develop such indicators that, assessing it in accordance with the real goals of education at the moment,

provided a double lead in relation to the social order of the day. Thirdly, the level of readiness of specialists in the field of education is expedient to be determined on the basis of the solution of specially developed professional tasks.

Fourth, the assessment of the readiness of a specialist should be carried out according to the basic functions characteristic of professional pedagogical activity.

Fifth, the readiness indicators should assess not only the result of professional training, but the entire process of becoming a specialist at various stages and stages of continuing education.

The implementation of the first principle in the development of indicators of readiness for professional activity requires an orientation toward unified educational standards that determine the level of training of a specialist in both educational and professional plans.

Differences in the implementation of standards can be expressed in the way in which educational and vocational training is carried out. There may be two options for the ratio of these programs, which are important to consider when developing the readiness indicators of a specialist.

The requirements for the activity in the field of education are extraordinarily dynamic and in fact are one of the most complicated historical categories subject to constant changes. Therefore, the second of the above principles of developing the indicators of the readiness of a specialist proves to be very important and requires a mandatory determination of readiness both in terms of the goals of today's education, and in terms of those requirements that will be presented to a specialist in the near and longer perspective. Indeed, today's teacher needs to be trained so that he can educate an active, active member of society in the conditions of today and tomorrow, with the amendment to the constant acceleration of the process of socio-historical development of society.

Undoubtedly, it is equally important to bear in mind those socio-historical changes that constantly occur with each individual: its social role, demands and needs are changing, and the social value of each individual is growing. The specialist in education should be prepared to take into account these changes. In numerous psychological and pedagogical studies, it is asserted that any human activity is essentially a task-solving activity. That is why the third principle underlying the development of the indicators under consideration is the position, according to which it is expedient to determine the level of the specialist's preparedness on the basis of solving problems inherent in this type of activity.

The fourth principle is an objective assessment of readiness for pedagogical activity on the basis of a qualitative and quantitative analysis of the solution of problems, since the decision process presupposes:

- mandatory definition of the objectives of the activity;
- purposeful application of knowledge, skills and skills in their unity, in strict accordance with the problem posed in this task;
- use of experience gained in the process of teaching in a specific pedagogical situation. It is important to carry out an analysis and an assessment of the level of the solution of each task by the following criteria: the degree of correspondence of the proposed solution to the problem

posed, the level of analysis of all components of the task condition, the degree of variability in the decision, the degree of evidence of the solution. readiness of a specialist on the basis of mastering the functions characteristic of this professional activity is the following, the fifth principle m should be guided in determining the readiness indicators.

It is common knowledge that diagnostic, informational, constructive-design, organizational, communicative, prognostic, research and evaluation are generally considered to be one of such functions.

However, it is impossible to verify the level of mastering these functions without presenting the structure of each of them in the form of operational components, since only if the operational structure of all functions is determined, professional pedagogical tasks can be made that allow to assess the level of readiness for real activity.

The need to develop and effectively use the indicators of readiness for professional activity at all stages of preparation for it is determined by two points: first, the level of readiness, which in each previous stage to some extent predetermines the possibility of more or less successful promotion at the next stages; secondly, a knowledge of the specifics of preparedness in the early stages, which will allow to build pedagogical influence at subsequent stages so as to ensure optimal progress. In addition, since the essence of any educational process is the process of cognition, when implementing this principle it is expedient to take into account the well-known position of SLRubinshtein, according to which the process of cognition comes from a general, undifferentiated synthesis to a differentiated analysis and then to a genuine synthesis that generalizes all that essential, which is revealed in the analysis. This provision is important to consider when determining the specific content of educational and professional tasks.

Implementing the latter principle, it should be borne in mind that the proposed educational and professional tasks should be available for decision at any stage of continuous pedagogical education, and at the same time they should be designed to represent the possibility of their solution at different levels: from the level of common sense to the level high professionalism. Only in this case it will be possible, on the one hand, to see the process of becoming a specialist, and on the other hand, to reveal specific features of the solution of educational and professional tasks at each stage of continuous pedagogical education.

Consequently, unified requirements for the construction of tasks should not exclude, but assume their definite differentiation at all levels and stages of the system of continuous pedagogical education.

Based on the study of psychological and pedagogical literature, the following indicators (criteria) of teacher readiness for professional activity can be singled out.

1. Understanding the social role and functions of teachers in modern society.
2. Presence of socially significant motives for choosing a teacher's profession and pedagogical ideal.
3. The depth of mastering the concepts of professional honor, professional duty, a sense of belonging to the teaching and pride in their profession.

4. Aspiration and high professional level of mastery: psychological and pedagogical knowledge; special knowledge; professional skills and skills; the degree of their real possession at different levels of training and compliance with his profession.
5. The need for pedagogical communication with children, the level of communication culture, the development of real forms of manifestation of this need. The degree of ownership of active forms and types of educational activities and practical participation in it.
6. Presence and dynamics of personal professionally significant qualities: exactingness, pedagogical dignity, competence, professional responsibility, etc.
7. Degree of manifestation and level of practical possession of the system-forming function of pedagogical work - organizational.
9. Presence and dynamics of the need for professional self-education and self-education. On the organic connection of the content of the phenomena of professional competence and readiness to the professional activity indicates the fact that they have a number of common elements.

In particular, knowledge, skills (subject, didactic, psychological, methodological) are the core of readiness and at the same time constitute the professional competence of the teacher.

The success of any activity requires a certain fund of knowledge, skills, which is the foundation of the professional competence of the individual. It is on the basis of special professional knowledge and skills that "... a special mental state is created in the individual, as the subject's presence has the image of a structure of a certain action and the constant orientation of consciousness to perform it", called VA. Slastenin's readiness of the teacher for professional activity.

Thus, pedagogical competence and professional readiness for practical work are formed as complementary properties of the individual in a single pedagogical process. However, one can judge about one degree or another of readiness for pedagogical activity only when the necessary knowledge and skills are accumulated by the personality, which are formed not so spontaneously, as purposefully and in stages.

As the professional readiness of the teacher improves, his competence in the field of education also increases. Moreover, the increment of readiness occurs practically in the everyday process of pedagogical activity, if they are organized competently, at a high scientific and methodological level.

Readiness for professional work, being a prerequisite for the formation of competence, is improved not only on special, problematic courses or courses for professional development, but also in extracurricular activities, in the work of creative groups, in the process of practical activity, in professional communication with colleagues. They are not only a condition for the formation of competence, but also an indicator of the suitability for the professional activity of the teacher.

Former ways, where organized, systematic self-education was carried out mainly in all kinds of courses, in circles, people's universities, etc., are inadequate. Their place is increasingly occupied by the individual work of a person over various sources of knowledge, only with a small consultation of specialists in this or that field of science and practice.

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Interrelations of Pedagogical Technologies and Effectiveness of Educational Process in Training Military Students

Key words: *pedagogical technology, didactics, lesson, student, creative didactic task.*

Annotation: *the article deals with the problems of interrelation between pedagogical technologies and the effectiveness of the educational process of training military students.*

Each didactic task is solvable with the help of adequate teaching technology, the integrity of which is ensured by the interrelated development and use of its three components: organizational forms, didactic process and teacher qualification. It should be noted that military teachers have not yet learned to correctly formulate and formulate didactic tasks and develop adequate teaching technologies.

The practical use of the circumstance that a harmonious pedagogical process is possible only as an accurate reproduction of a pre-designed pedagogical technology, i.e. clearly formulated didactic tasks in combination with an adequate technology for their solution, makes it possible to transform the educational process in higher education institutions from the little-ordered set of actions of various teachers into a purposeful process of the teaching staff's work. The process of solving the problem is the search for an adequate technology of training or, in AF Zotov's opinion, the process of achieving a goal that initially seems inaccessible.

Thus, the problem exists when it is required, while retaining a number of restrictive conditions, to go from one state of training to another and there is more than one possible solution, and if all possible solutions are not obvious (1).

We note specific differences in didactic tasks: I. The teacher always has a common goal - to educate, educate. The concrete task, how to do it under the given circumstances, in relation to