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EDUCATIONAL METHODS FOR DEVELOPING SUGGESTIVE SKILLS IN FUTURE TEACHERS USAGE

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Annotation: In this article, there is a classification of pedagogical skills and the socio-pedagogical necessity of their development in teachers, improving the system of training pedagogues today, improving the skills of pedagogues, developing pedagogical skills and abilities. Each pedagogical ability has its own characteristics, and it is explained that it is necessary for a pedagogue to know them and to be able to develop these abilities.

Keywords: sports, folk traditional values, intercultural relations, practical skills, continuous education, individual qualities, economic development, educational standards, education and training, scientific-methodical, subjective innovation in students.

INTRODUCTION

Let's consider the structure of the system that provides the development of suggestive abilities in future teachers. It is known that today the labor market objectively requires a socially and professionally competent, dialectical-minded, deeply knowledgeable, culture-aware and competitive personality. In this regard, we believe that the content of the development of suggestive abilities in future teachers on the basis of a differential approach should imply the following:

- formation of a universal system of knowledge and skills necessary for the implementation of this type of activity;
- Organization of competitive courses along with compulsory subjects of the basic plan of Higher Education;
- to focus on the priority of research and individual educational programs carried out in the joint productive activities of the teacher and student, to apply an individual form of work with the future educator (specialist), focused on the specificity of his real educational opportunities and abilities, to develop and use human abilities, to apply the experiences of foreign countries on the formation of knowledge and

In addition, within the framework of each task group, logical-research, cognitive-research, research - creative tasks are defined. This classification is aimed at preparing for the creative solution of various problems in the pedagogical process, which is aimed at developing suggestive abilities in future teachers.

In this study, it is this methodology that is used to classify the types of professional-pedagogical tasks associated with the development of suggestive abilities in future teachers for the implementation of education on the basis of a differential approach. Each assignment included the following types: training-logical research, research, creative evaluation, and Correction. The universal types of these

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tasks will have their own characteristics, which are determined by the tasks of each type of training within the framework of each task.

LITERATURE ANALYSIS AND METHODOLOGY

When preparing future teachers for suggestive pedagogical activity, we took into account the following requirements:

in future teachers, it is necessary to popularize the practice of developing suggestive abilities, effectively interpret this work, combine tasks aimed at constructive-creative levels;

the complexity of the tasks should gradually increase:

the system must provide opportunities for the implementation of objective methods of control and self-control.

It is also advisable to clarify the criterion for the development of suggestive abilities in future teachers.

According to the established criterion symbols, we have brought a brief description of each component to the appearance of a table to demonstrate the dynamics of change from low to high indicators (Table 1).

Table 1

Criterion for the level of development of suggestive abilities in future teachers

Features	High	Middle	Low
Social responsibility-conscious adherence of an individual to moral principles and legal norms imposed by society	Readiness for work, responsibility for carrying out work with the completion of the task	Completing a task with internal resistance, readiness to work in a group, avoiding individual instructions	Unwillingness to complete the assignment
Social activism-activism and determination in achieving the goal set	Skills to set goals, confidence in their performance and constant active readiness	The fact that activity does not manifest all the time, difficulties-intolerance	Activity is not noticeable, sluggishness in achieving a specific goal
Communicativity-access to easy communication in social relationships	The orientation of the individual to communication, the possession of communicative skills	Engaging in attractive communication, sincere attitude towards people	Weak desire to communicate, problematic when entering into communication
Social cooperation-the ability of an individual to compromise	The fact that an individual has different opinions and views can understand the solidarity of individuals and groups belonging to	Making mistakes in understanding the identity of individuals and groups belonging to different cultures	Always hesitation

	different cultures along the same path of purpose		
Self-awareness is the objective assessment of oneself by taking into account one's personal capabilities, self-satisfaction	Awareness of self-worth as a person	Self-understanding	The fact that a person's personal opinion about himself does not correspond to the assessment given to him by those around him.
Creativity-the ability to effectively deal with social problem situations	Being able to see the news and change its activities	Slow acceptance of operating conditions, changes	Unpreparedness for an unusual situation
Independence-to identify and formulate a problem, set a goal and achieve it	Effective guidance skills, able to convince those around you	Need for help from others	Working with assistants
Competence-theoretical and practical readiness	Being able to apply knowledge in practice	Inability to apply knowledge in practice all the time	Insufficient knowledge of entrepreneurship

When determining the degree of implementation of each criterion, the indicators were based on the dynamics of manifestation.

On the basis of a differential approach, it is important for prospective teachers to acquire knowledge about the conditions and characteristics of the development of suggestive abilities, that is, to realize how significant and necessary such knowledge is for modern society. Today it is necessary to ensure the development of suggestive thinking in the student, which is considered necessary for his pedagogical skill.

Thus, the development of suggestive abilities in future teachers is carried out by solving these issues:

1. Motivation is when prospective teachers realize the purpose, content of suggestive ability.
2. Interest is the determination of the experience of the necessary activity in the development of suggestive abilities in future teachers.
3. Acquisition is a theoretical and practical training and Information block on the issues of the development of suggestive abilities in future teachers.
4. Self-control is the analysis of the results obtained and their comparison with the expected ones.

Based on the differential approach, we envisaged the development of suggestive abilities in future teachers with the following pedagogical conditions.

RESULTS

Theoretical training implies the assimilation by the student of the knowledge system, which is the basis of his professional activity. Taking into account the peculiarities of the study, the preparation of student activities for implementation should include a set of basic ideas, theories, laws, concepts.

Thematic assignments. The knowledge acquisition of students is carried out using the Constructor method on a new topic. Therefore, on the new topic, the Constructor method will be presented on an interactive whiteboard. Students find answers to these manifested problems. In this case, problems prepared to varying degrees on the basis of a differential approach are presented. Students react to the problem of the possible level.

The Constructor method. Method aimed at controlling the student's perception of the essence of the subject. In this, the student, through the means of images, describes all the constructions that came to his brain (mind) the importance of the essence of the subject in his activities.

The stages of the "Constructor" method include

Table 2

Understanding stage	Stage of perception	Analytical phase	The stage of independent perception (the perceived subject is presented in the form of a scheme, a picture, a form)
List the principles of being able to follow students on the basis of spiritual and emotional-volitional influence.	What explains the importance of the principles of spiritual and emotional-volitional influence on students?	The importance of principles in the education of the abilities of spiritual and emotional-volitional influence on students.	What is the basis for the development of the ability to mentally and emotionally-volitional influence on students?

Differential assignment of independent use at home.

“Three-step assignment” method. In this method, the teacher gives the assignment in three stages at a time. The first stage is a mandatory minimum. The feature of this task lies in its comprehensiveness and ability to fulfill all students.

The second stage is exercise tasks. These tasks are performed by students who want to know the science well and master the program without difficulty. These students are exempted from completing the tasks in Phase 1.

The third stage is the subject of the lesson, used by the teacher according to the student's preparation. This is a creative task. This task is performed voluntarily and is encouraged by high grades and applause from the teacher. The scope of creative assignments can be much wider. That is, in the form

of issues, examples, chewing gum, crosswords, scanwords, educational comics, base drawings on posters, formulas.

On the basis of the differential approach, traditional teaching methods are used in the development of suggestive abilities in future teachers. In order to master certain knowledge, it is important to do explanatory-illustrative, lecture, conversation, explanation, reproductive exercises for strengthening knowledge, work with regulatory documents, etc.

As alternative methods of teaching, such problematic methods as the analysis of specific socio-pedagogical situations and the method of social design, which are manifested in solving socio-pedagogical problems, are used.

The peculiarity of active educational methods is that they provide the following opportunities in experience:

- to involve each student in active knowledge and professional-oriented process, not passive knowledge, but active personal knowledge, application of the acquired knowledge in practice and a clear understanding of where, and for what purposes, this knowledge can be applied;
- search, processing and use of information in order to form its own independent but justified opinion on a particular spiritual and spiritual problem;
- identify developing social problems and solve them together.

The development of suggestive abilities in prospective teachers on the basis of a differential approach is aimed at achieving the following goals:

- mental and emotional-volitional influence on students based on the development of suggestive abilities in future teachers, to generate the skills to be able to follow.;
- development of skills and abilities to solve the problems of developing suggestive abilities in future teachers;
- implementation of mastering methods for solving pedagogical problems and self-control.

Aspect of the rational use of educational methods in the development of suggestive abilities in future teachers

Table 3

Method types	What issues is this method successful in finding a solution?	What properties is the content of educational material successful in this method?	What characteristics of students will this method be used to develop?	What opportunities does a teacher need to have to apply this method?
Oral methods	In the formation of theoretical knowledge	In times of informational character	In cases where students are willing to master oral information	At a time when the teacher mastered this method more than other methods

Show mali methods	Development of observability, attention to the issues under study increase the index	Where there is an opportunity to transfer learning material to students using instruction tools	In cases where the material with instructions to students is understandable	If the teacher has the necessary instruction manuals or there are opportunities to be able to prepare them himself
Practical methods	Development of practical skills and competencies	The content of the topic includes conducting experiments, completing work assignments	If they are ready to perform practical tasks	If the teacher has textbooks and didactic materials for practical classes
Research methods	Thinking, research qualifications, planning creative approaches to work	If the content of the educational material has	If talbas are prepared for the problematic study of the topic	If the teacher has enough time for problematic learning and makes the most of the research techniques
Deductive methods	For the development of the skills of generalization and inductive inference (conclusion from general to private and from private to general)	If the teaching material is described in detail or deductively in the textbook	While students are prepared to draw deductive conclusions	If the teacher can use deductive techniques at the level of demand
Method of independent work	Independence in educational activities, formation of qualifications for organizing the educational process	There is an opportunity to independently study the material, if the content is understandable	If the student is ready to independently study the material	If there are didactic materials and sufficient time to organize independent work

Independent educational assignments in the development of suggestive abilities in future teachers on the basis of a differential approach also have their potential. It should be noted that the active character

of independent work is also noted by all modern scientists. After all, the interaction of the main subjects - teacher and student-is carried out in the process of all educational activities, one of the forms of which is self-teaching activities is independent educational work.

DISCUSSION

Self-education is defined as targeted education directed by the identity of the learner without the involvement of the teacher. Independent educational work is a separate or group educational activity on the assimilation of knowledge, skills and skills of students, consisting of a number of components that are carried out without the direct participation of the teacher (including creative perception and understanding of educational material, preparation for all types of educational work, carrying out research work), carried out according to and under the supervision of

Independent work is organized by the student himself in the process of student self-management on the basis of “mediated systematic management” by the teacher as an organized activity due to his “internal cognitive motives”. This means not only a clear understanding of the educational action plan carried out by the teacher, but also the need to consciously formulate it as a certain scheme of mastering the subject of study in the process of solving new educational problems. The independent educational activities of students are the modeling of their future professional activities, in which there will be no teachers, but there will usually be leaders who will evaluate independence as one of the required professional qualities.

Independent work is a mandatory element of education, given that it is of particular importance in preparing a person for the personal growth of the future teacher throughout his life, the totality of means of independent work in this research work is determined as a factor ensuring the quality of Education. The independent work of students as a factor in ensuring the quality of education in higher educational institutions is the main reason for revealing the human potential for the formation of the readiness of future specialists for personal and professional self-education and self-development, as well as a sustainable need for its implementation, it is necessary to create certain conditions.

CONCLUSION

Based on the differential approach, taking into account their interests, capabilities and degrees of knowledge acquisition in the development of suggestive abilities in future teachers, we developed in a cross section of groups as follows:

The first group is a group of gifted students. This group includes students with a high level of mastery and learning opportunities. The group may also include students with a strong interest in developing suggestive abilities, although they have a moderate level of mastery. It focuses on the group's students working more independently, relying on their internal needs. Individual assignments are developed for gifted students.

The second group is a group of intermediate-level students. Working with the students of this group will focus on increasing their interest in developing suggestive abilities, cultivating internal motivation and changing their attitude towards mental activity. They try to complete the given task on time, but they have low enthusiasm for additional work.

The third group is a group of low-level students, which includes a group of students with a low level of interest, appropriation, and giftedness in activities. Such students find it difficult to complete assignments independently and have time in time.

In conclusion, as a component of the development of suggestive abilities in future teachers - training with theoretical, methodological and practical-is carried out on the basis of correlating a certain set of tasks of a logical, sought-after, creative and evaluation-corrective nature.

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