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CONTENT, OBJECTIVES AND CONTINUITY OF OBJECTIVES OF THE INFORMATIC SCIENCE CURRICULUM PROGRAM

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Annotation. It gives opportunities to determine the content and levels of improving the structural and functional model of methodical training by justifying the main directions of preparing students of pedagogical higher education institutions for pedagogical activities. In our study, it is aimed to methodically approach the role, goals and tasks of educational practice in preparing future informatics teachers for professional and pedagogical activities.

Keywords: Methodical training of future teachers, educational concept, integrative knowledge, innovative methods, educational tools, professional knowledge activities of students.

INTRODUCTION

In order to develop the education system, the ongoing reforms serve to meet the needs of the society in the field of education of the next generation. Education brings out the inner possibilities and abilities of the growing young generation. In the Republic of Uzbekistan, special attention is paid to the issues of optimization of personnel training system, development and implementation of improved mechanisms of professional training based on world standards. In the Address of the President of the Republic of Uzbekistan to the High Assembly on January 24, 2020, training of professional pedagogues with the skills to use modern pedagogical technologies in education and teaching methods, identifying young people with a high interest in the pedagogical profession and targeting them In order to introduce a continuous system of training and education, the introduction of the 4+2 educational practice system into Pedagogical higher education institutions will expand the scope of experience of future teachers, and introduce the educational practice that ensures the integration of theoretical and practical knowledge. based on this, the issue of vocational training was defined as a priority task. Pedagogically studying the process of professional development of the future teacher, we look at our position by analyzing different approaches to understanding the essence of humanistic ideas, moral education, including higher pedagogical education. The problem of the nature of professional pedagogical training of future teachers has always been relevant.

LITERATURE ANALYSIS

From the analysis of the literature, it became clear that special attention is being paid to the issues of preparing future informatics teachers for professional and pedagogical activities, and finding solutions to problems based on the formation of professional pedagogical knowledge and skills in them. Solving problems such as improving the preparation of future informatics teachers for their professional activities, improving the content of educational practice in acquiring theoretical and practical skills

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RESEARCH METHODOLOGY

The article discusses ways to develop a practical program for preparing future informatics teachers for pedagogical activities in pedagogical higher education institutions, and to ensure the integrity of the tasks specified in the program. Its main structural factors and parts are described. The purpose, content and tasks of the organization of educational practices in pedagogical institutions of higher education in Uzbekistan were determined, and the expected results were analyzed.

ANALYSIS AND RESULTS

The personality of the teacher, his professional qualification, social maturity and spiritual wealth are the most important conditions for ensuring the effectiveness of the educational process, educating and developing the personality of the student. The quality of education of the future teacher, the level of formation of his professional competence is the most important criterion of the state of the process of training a new generation of teachers in our time, its compliance with the needs of modern society. The purpose of educational practice is to strengthen and deepen knowledge in general scientific, cultural, psychological, pedagogical, methodological and special subjects, as well as the formation of pedagogical skills, skills and qualifications based on theoretical knowledge is important.

To further improve the field of pedagogical education, to supply professional pedagogic personnel for the training of highly qualified specialists who have the skills to apply modern knowledge and pedagogical technologies, and make a worthy contribution to the socio-economic development of our country, to supply advanced educational technologies to the field for the purpose of introduction, the following are defined as the priority directions of the development of the field of pedagogy:

training of professional pedagogic personnel who have thoroughly mastered education and training methods, information and communication technologies and foreign languages, and have the skills to use modern pedagogical technologies in the educational process;

identifying young people with a high interest in the pedagogical profession and introducing a continuous system of targeted training and education;

improvement of curricula and programs for educational directions and specialties of the field of pedagogical education based on advanced foreign experience, creation of innovative teaching-normative and educational resources and implementation;

improving the quality of education, training competitive personnel, and effectively organizing scientific and innovative activities by ensuring the harmony of education, science and production in the field;

to regularly study the needs and requirements of pedagogic personnel customers, develop mutual cooperation with them, and establish and implement scientifically based prospective plans for training pedagogic personnel;

introduction of digital technologies in higher pedagogical education, ensuring the solid integration of modern information and communication and educational technologies, ultimately creating additional conditions for the continuous development of the professional skills of pedagogues;

to increase the efficiency of processes of formation of modern pedagogic personnel with high culture, practical professional skills, who have mastered education, teaching methods and evaluation criteria.

The process of professional pedagogical development of future teachers should be harmoniously organized in higher education institutions. Failure to implement this tactical plan, as noted earlier, will ultimately have a negative impact on the quality of the pedagogic staff being trained. In the development of students' professional competence, it is appropriate to develop the content of education in harmony with the complex of social, moral, spiritual, aesthetic and cultural concepts, which serves to reveal the essence of modern pedagogy today. To achieve this goal, Y.V. As Bondarevskaya noted, it is important to incorporate axiological, cognitive, active-creative and personal components into the content of education based on modern pedagogical technologies and make them part of the character of students. The competence approach, which is the basis for the development of the internship program, is aimed at achieving a new quality of professional practical training, evaluating the dynamics of the development of professional competence of students in real life conditions. In the process of teaching practice, the student solves professional pedagogical tasks in the relevant professional activity (education, social sphere). The practical content includes an invariable system of tasks aimed at forming the future teacher's readiness to independently design and implement professional pedagogical activities in the educational process in the main school, and a variable part focused on the student's interests and expectations. The variable part determines tasks such as participation in management activities, organization of diagnostic studies, construction of an educational system, organization of free time. The results of performing the tasks included in the variable part of the practice content can be included in the student's "Practice Portfolio" as a meaningful basis for the future specialist's resume. Educational practice provides the following opportunities for students: acquisition of professional knowledge in educational and educational activities;

occupying teaching roles in professional activities, establishing mutual cooperation with all parties interested in his quality education;

constructive perception of the level of satisfaction expressed in various ways during practice.

to increase readiness for practical activities, which is the basis for acquiring the profession of a teacher, and to study normative documents of the school.

In the development of research, the development of integration and innovative work programs of practical education programs aimed at bringing the individual practice routes to a new level in terms of quality, the development of a detailed plan for the general assessment of the student's practical activity and the correction of identified deficiencies in his development, and the development of a specified experiment-test used as an important tool in the objects.

CONCLUSIONS

In conclusion, it can be said that the preparation of future informatics teachers for pedagogical activity in the process of educational practice should be developed based on an innovative and integrative approach to educational practice programs for improving the pedagogical activity of students in these

situations. In this place, it is recommended to the future informatics teachers to keep a portfolio of practice and this portfolio shows the importance of following an integrative approach to students' independent work on themselves and applying theoretical knowledge to practice.

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