

ISSUES OF PREPARING FUTURE HIGHER EDUCATION SPECIALISTS FOR EDUCATIONAL ACTIVITY

Kambarov Mirzobobur Bahodir ugli

Independent researcher of the Faculty of Pedagogy, Department of Pedagogy of Bukhara State University, senior inspector of the department of spiritual and educational affairs of the Bukhara region IIB MMI and KBTX

ABSTRACT

Higher education specialists are professionals who work in various roles within higher education institutions, including teaching, research, and administration. They are responsible for providing quality education and training for students in their respective fields. To become effective educators, future higher education specialists need to have specific experiences that prepare them for their future roles. These experiences include teaching, mentoring, research, leadership, cultural, and professional development experience. Issues of assisting future higher education specialists for educational and vocational activity and others.

Keywords: *Higher education, professional development, vocational trainings, effective educators, educational trainings, specific experience, quality education.*

АННОТАЦИЯ

Специалисты высшего образования — это профессионалы, занимающие различные должности в высших учебных заведениях, включая преподавание, исследования и управление. Они несут ответственность за обеспечение качественного образования и обучения студентов в соответствующих областях. Чтобы стать эффективными педагогами, будущие специалисты в сфере высшего образования должны иметь определенный опыт, который подготовит их к будущей работе. Этот опыт включает в себя обучение, наставничество, исследования, лидерство, культурное и профессиональное развитие. Вопросы содействия будущим специалистам высшей школы в учебно-профессиональной деятельности и другие.

Ключевые слова: *высшее образование, повышение квалификации, профессиональное обучение, эффективные педагоги, образовательные тренинги, конкретный опыт, качественное образование.*

INTRODUCTION

Teaching experience provides critical insights into the teaching and learning process and helps future higher education specialists develop effective teaching skills. Mentoring experience exposes students to different mentoring styles and helps them develop effective mentoring skills. Research experience allows future higher

education specialists to incorporate current research into their teaching and training. Leadership experience enables future higher education specialists to develop effective leadership skills. Cultural experience helps future higher education specialists develop cultural competencies that are essential for working in diverse environments. Professional development experience helps future higher education specialists stay current with emerging trends and developments in their fields. Overall, future higher education specialists need to have a well-rounded educational experience that prepares them for their roles as effective educators.

DISCUSSION AND RESULTS

There are many educational activities that future higher education specialists can participate in to gain knowledge and develop skills that will prepare them for their career. Here are some examples:

1. Teaching practicum: This activity involves working as a student teacher in a real classroom setting, where students have the opportunity to learn from experienced educators and gain practical experience by teaching lessons and collaborating with other educators.

2. Research symposiums: These events provide students with the opportunity to present their research to academic peers and gain valuable feedback on their work.

3. Professional development workshops: These workshops offer students the chance to improve their skills in a variety of areas, such as instructional design, curriculum development, assessment, and teaching strategies.

4. Study abroad programs: These programs allow students to immerse themselves in different cultures while pursuing academic coursework and developing cross-cultural competency.

5. Peer mentoring groups: These groups can provide students with opportunities to collaborate with peers, receive feedback, and gain new insights from others with similar goals.

Overall, these different educational activities can enhance higher education future specialists' knowledge and skills through hands-on experiences and collaboration with other peers and educators.

Higher education specialists are responsible for the education and training of students in their respective fields. These professionals work in various roles, including teaching, research, and administration. Higher education institutions need to prepare future higher education specialists to provide quality education that is relevant and up-to-date. To achieve this, there are specific experiences that future higher education specialists must have before they can become effective educators.

Today, relying on a competency approach, this approach envisages not only the formation of comets of professional activity, but also the occurrence of personal qualities of the future specialist. In the standard of higher education, requirements are imposed on the future specialist about competitiveness in the labor market, free occupation of his profession and the possibility of finding a direction in the related directions of activity - all this can be brought to the surface only in the conditions of a competently approach.

It is necessary to create conditions for constant updating of the knowledge of pedagogical personnel, competencies and improvement of the entire educational system. The introduction of innovative technologies into the educational process makes it possible to bring new approaches to their professional activities and increase the level of their assimilation in order to provide learners with up-to-date knowledge. The modernization of the educational system shows a change in the educational activities of those who receive education as well.

In the period of modernization, it becomes relevant to organize the practical-oriented process of teaching in such a way that the result of education should be manifested in the formation in students of their own internal motivation of teaching, thinking, imagination, creative abilities, stable interest in knowledge. It is necessary to form a system of vital, practically necessary knowledge, skills and practical experiences, which will allow future graduates to lightly adapt to life and treat it actively, creatively. The essence of practical-oriented training will consist in drawing up the direction of the educational process on the basis of the content components-the integrity of the formation of general and professional competencies, the acquisition of new knowledge, skills and practical experiences of the vital task and their use in solving problems. On the basis of practical-oriented education lies the rational harmonization of fundamental education and professional-practical training. Practical-oriented training is a type of training, the main purpose of which is the formation of professional competencies of practical work, which are in demand by employers today in those who receive education, including the formation of an understanding of how, where and why the obtained competencies should be used in practice.

Teaching experience is a crucial component of preparing future higher education specialists for educational activity. It provides critical insights into the teaching and learning process and helps them develop pedagogical and pedagogical skills. Students pursuing higher education degrees may gain teaching experience through teaching assistantships, lab assistantships, and other roles that involve leading and assisting in teaching and learning activities. Teaching experience allows future higher education

specialists to explore different teaching strategies, techniques, and methods. It also provides opportunities for feedback and reflection, which is critical for continuous improvement in teaching effectiveness.

Mentoring is an essential aspect of higher education. As future higher education specialists, students need to have mentoring experience to prepare them for their future roles as mentors and advisors. Mentoring experience exposes students to different mentoring styles, techniques, and methods and helps them develop effective mentoring skills. Mentoring experience can be acquired through various roles, including peer mentoring, faculty mentoring, and mentorship in research or professional settings. It helps students develop skills in communication, intercultural competencies, and building relationships.

Research is a critical component of higher education, and future higher education specialists need to have research experience to be effective educators. Research experience allows future higher education specialists to understand the importance of evidence-based practices and enables them to incorporate current research into their teaching and training. Students pursuing higher education degrees can gain research experience through various roles, including research assistantships, independent research projects, and participation in research conferences. Research experience enables future higher education specialists to develop critical thinking, analytical skills, and problem-solving abilities.

Leadership is an essential component of higher education, and future higher education specialists need to have leadership experience to prepare them for their future roles. Leadership experience exposes students to different leadership styles, techniques, and methods and helps them develop effective leadership skills. Leadership experience can be acquired through various roles, including student organizations, service learning, and community involvement. It enables future higher education specialists to develop skills in communication, decision-making, and team building.

Cultural experience is an important component of preparing future higher education specialists for educational activity. It exposes students to different cultural backgrounds, perspectives, and practices and enables them to develop cultural competencies that are essential for working in diverse environments. Cultural experience can be acquired through various roles, including international exchange programs, study abroad programs, and educational travel. It enables future higher education specialists to develop skills in intercultural communication, cross-cultural understanding, and global citizenship. Professional development is a critical

component of preparedness for future higher education specialists. It helps them stay current with emerging trends, research, and developments in their fields.

Higher education specialists play an essential role in shaping the academic experience of students. These professionals teach, train, and mentor students in specific fields of study and are responsible for ensuring that they have the skills and knowledge necessary to succeed in their professional careers. In preparing future higher education specialists for educational activity, several issues need to be considered to enable them to perform their duties effectively. In this article, we discuss six critical issues that higher education institutions must address to prepare future higher education specialists for educational activity.

Pedagogy is the study of teaching and learning, and encompasses a range of practices and strategies that are designed to enhance the learning experience of students. Andragogy, on the other hand, is the study of adult learning and is concerned with the different ways in which adults learn best. Future higher education specialists must possess strong pedagogical skills to effectively teach and train students. Pedagogical skills enable higher education specialists to create engaging and interactive learning experiences for their students. They also serve as a foundation for assessing student learning outcomes and evaluating teaching effectiveness. Developing pedagogical skills requires an understanding of different learning theories, teaching methods, and assessment practices. Higher education institutions must ensure that these skills are embedded in their curricula for future higher education specialists.

Domain expertise refers to specialized knowledge in a particular field of study. Higher education specialists need to have deep subject matter expertise in their respective domains to provide relevant and up-to-date education to their students. They should have a good understanding of the emerging trends, research, and developments in their field and related industries. Domain expertise is crucial for higher education specialists to stay current with the latest practices and techniques in their field. It also enables them to demonstrate credibility in their area of expertise, which is critical in gaining the trust and respect of their students. Higher education institutions can promote domain expertise through continuing education programs, research opportunities, and participation in professional associations.

Global competency is an essential skill set for educators in the 21st century. The world is becoming more interconnected, and it is crucial for higher education specialists to be able to navigate intercultural differences, collaborate across borders, and communicate effectively with diverse audiences. Global competency has become

a critical requirement for higher education institutions as they strive to produce graduates who can compete in the global workforce.

Global competency includes skills such as cultural awareness, language proficiency, adaptability, and cross-cultural communication. Higher education institutions must provide opportunities for future higher education specialists to develop these competencies through international exchange programs, language courses, and other intercultural activities. Technology is transforming the way we teach and learn. Higher education specialists must be proficient in using relevant technologies such as learning management systems, multimedia tools, and online learning platforms. Technology is also critical in enhancing the accessibility and inclusivity of higher education for students of different abilities, nationalities and socio-economic backgrounds. Technological expertise enables higher education specialists to leverage technology to enhance the learning experience of their students. It also helps them to keep up with the emerging technologies and trends in higher education. Higher education institutions must ensure that future higher education specialists are trained.

Continuous Professional Development: Specialized knowledge and skills require ongoing development and updating, as the field and practices are constantly changing. Specialists should continuously engage in professional development opportunities, attend conferences and workshops, and stay informed about the latest trends and developments in their field.

In conclusion, the preparation of future higher education specialists for educational activity requires a blend of pedagogical and domain expertise, global competency, technological proficiency, ethical and professional standards, and continuous professional development.

REFERENCES

1. Kennedy, C. Innovation in language teaching and learning. Evaluation of the management of change in ELT projects. *Applied Linguistics*, // 1988. 39– 42.p
2. Jabbarov, N. (2010). What is education. *Tashkent. Ma'naviyat*.
3. Jabbarov, N. (2010). What is enlightenment.
4. Erkin, E., Dilmurod, M., & Navbakhor, K. (2022). MEDICINAL SCHIZOPHYLLUM COMMUNA FR. THE FIRST REPORT OF THE FUNGUS WHICH IS DISTRIBUTED IN THE TERRITORY OF UZBEKISTAN. *Universum: химия и биология*, (11-3 (101)), 13-16.
5. Erkin, E., Jamila, S., & Dilmurod, M. (2022). SCHIZOPHYLLUM COMMUNASI FR. ON THE TERRITORY OF UZBEKISTAN ISOLATION OF

PURE CULTURE OF MEDICINAL FUNGUS. *Universum: химия и биология*, (6-4 (96)), 4-7.

6. Iroda, R. (2022). Application of the concept of "word" in oral speech. *Academicia Globe: Inderscience Research*, 3(05), 171-173.

7. Odiljonovna, R. I. (2023). VAQT KONSEPTINING PRAGMALINGVISTIK TADQIQI.

8. Рахмонова, И. О. (2022). СЎЗ УМУМФИЛОЛОГИК ТУШУНЧА СИФАТИДА. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(11), 346-349.

9. Rahmanova, I., & Mamatkulova, X. (2022). INGLIZ VA O‘ZBEK TILLARIDA VAQT KONSEPTINING LINGVOKULTUROLOGIK XUSUSIYATLARI. *Евразийский журнал социальных наук, философии и культуры*, 2(12), 47-50.

10. Тилавов, М. Т., & Хамроев, С. Б. (2022). ОСОБЕННОСТИ КОГНИТИВНЫХ НАРУШЕНИЙ ПРИ ШИЗОФРЕНИИ И РАЦИОНАЛЬНАЯ ТАКТИКА ЛЕЧЕНИЯ. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 2(10), 459-464.

11. Sodikova, A. H. (2023, March). DIDACTIC OPPORTUNITIES FOR THE DEVELOPMENT OF SPECIAL COMPETENCIES IN STUDENTS OF TECHNOLOGICAL EDUCATION. In *INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION"* (Vol. 2, No. 4, pp. 93-99).

12. Sadikova, A. (2023). THE IMPORTANCE OF INDEPENDENT EDUCATION IN THE FUTURE TECHNOLOGY SCIENCE TEACHERS IN THE PROCESS OF DEVELOPING THEIR SPECIAL COMPETENCIES. *Science and innovation*, 2(B3), 478-482.

13. Sodikova, A. (2022). THE SCIENTIFIC-METHODOLOGICAL IMPORTANCE OF INDEPENDENT EDUCATION IN THE DEVELOPMENT OF SPECIAL COMPETENCIES OF FUTURE TECHNOLOGICAL EDUCATION TEACHERS. *Berlin Studies Transnational Journal of Science and Humanities*, 2(1.5 Pedagogical sciences).

14. Sodiqova, A. (2022). ТЕХНОЛОГИК ТАЪЛИМ ЙЎНАЛИШИ ТАЛАБАЛАРИДА ТАЯНЧ, КАСБИЙ ВА МАХСУС КОМПЕТЕНЦИЯЛАРНИ РИВОЖЛАНТИРИШНИНГ ДИДАКТИК ИМКОНияТЛАРИ. *Science and innovation*, 1(B6), 15-20.

15. Tursunovich, S. E. (2022). Noval Teaching Technologies of Pragmatic Speech Acts. *Eurasian Scientific Herald*, 4, 19-22.

16. Sadikov, E. (2022). РЕЧЕВЫЕ АКТЫ В УЗБЕКИСТАНЕ: ЭФФЕКТИВНЫЕ СПОСОБЫ ОБУЧЕНИЯ КОМПЛИМЕНТАМ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 25(25).
17. Sadikov, E. T. (2021). SPECIFIC PECULIARITIES OF TEACHING AND EVALUATING PRAGMATIC SPEECH ACTS THROUGH THE LISTENING SKILLS. *EPRA International Journal of Research & Development (IJRD)*, 6(12), 1-1.
18. Tursunovich, S. E. (2021). Teaching Pragmatics to Uzbek Learners of English. *Middle European Scientific Bulletin*, 19, 120-122.
19. Sadikov, E. T. (2021). ESTABLISHING CONNECTIVITY BETWEEN GRAMMAR SKILL APPROACH AND SPEECH ACTS. IS PRAGMATICS IN OR OUT?. *ВЕСТНИК МАГИСТРАТУРЫ*, 52.
20. Sadikov, E. (2022). LANGUAGE CONTACT SITUATIONS AND PRAGMATIC FACTORS. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 25(25).
21. Khashimova, S. K. (2022). THE TEACHING OF LITERARY DISCIPLINES IS THE MAIN FACTOR AFFECTING EDUCATION. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(6), 313-316.
22. Khashimova, S. K. (2022). THE TEACHING OF LITERARY DISCIPLINES IS THE MAIN FACTOR AFFECTING EDUCATION. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(6), 313-316.
23. Khashimova, S. K. (2022). PARABLE NARRATION IN A. BARIKKO'S NOVEL "SILK". *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10), 982-987.
24. Хошимова, Ш. К. (2022). СРАВНИТЕЛЬНЫЙ АНАЛИЗ СТИХОТВОРЕНИЙ М. ДЖАЛИЛЯ И АЛАНА ЛЬЮЙСА. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10), 988-1000.
25. Khashimova, S. K. (2022). COMPARATIVE ANALYSIS OF POEMS BY MUSA JALIL AND ALAN LEWIS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(4), 69-76.