

HISTORICAL FORMATION OF PROFESSIONAL ACTIVITY AND ATTITUDE TO WORK

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Abstract. In recent years, reforms in education and profession have been carried out on a large scale in our country. The process of modernization of the vocational education system requires a constant revision of the concept of education, and the development of reflexive mechanisms for studying vocational education from a socio-philosophical point of view determines the relevance of this research topic. The article reveals the genesis of educational and professional reforms, as well as the historical formation of professional activity and attitude to work based on various sources.

Key words: vocational education, educational reforms, "philosophy of education", "sociology of education", "psychology of education", "history of education", national qualification, professional training, system design, value.

Introduction. In recent years, hundreds of state and private organizations, universities, pedagogical research centers have been dealing with the problems of educational theory in developed countries. Qualitatively different principles of organizing people's life and activities are being formed, issues of social activity, professional competence, initiative, flexibility, and the ability to adapt to the rapidly changing conditions of the social environment come to the fore. Structural and functional social changes imply a real expansion of the individual freedoms of a person, and an increase in the personal responsibility of a person in determining his own destiny. At the same time, today the relevance of studying the problem of professional skills of a person in any field of activity is not only the subjective factor of professional skills - the professional skills of a person, his initiative, efficiency, creative thinking, his professional skills, with the increasing importance of professional skills. It depends, but also has the objective characteristics of the development of professional events in a changing society. Professionalism, which is the most important social characteristic of a person and the quality of human work, is not only a psychological and moral problem, but also a socio-philosophical problem. In professional activity, not only a person, but also a goal-setting and

motivated subject included in the system of various social relations and relationships is realized. Professional development of a person is not limited to the improvement of his internal psychological structures: professionalization of a person is a component of his social and cultural development. The practical solution to the issues of professional skills and professional development of a person depends to a large extent on the possibilities of philosophical understanding of these problems. At the same time, the problems of professionalism as a social phenomenon are not sufficiently studied in modern socio-philosophical literature.

Literature review. The socio-philosophical foundations of the national education system and vocational reforms in Uzbekistan in the works of foreign scientists E. Allworth[1], Komatsu Hisao[2], A. Andigan[3], information on the development of public education in Turkestan, included analyzes of Muslim and Russian schools in the country. In the works of V.V. Bartold[4], A. Shukurov[5], the historical interpretation of some events and periods in the development of public education in Turkestan, especially the modern schools of modern methods, the press and dramatic literature in Turkestan are devoted. Also, the history of the emergence of the first "usuli jadid" schools in Turkestan region and Bukhara emirate was considered. Historically, technical and professional education as a system is considered one of the important factors determining the socio-economic development of the country, and today this task is fulfilled with honor. Vocational education, which has followed a difficult and difficult path in the history of development, has trained qualified personnel for all sectors of the national economy, and the graduates of this system have always been selected and helped to meet the needs of society.

Currently, in the rapidly modernizing Republic of Uzbekistan, there is a need to take new steps to meet the problems of the development of human capital and to adapt the quality indicators of vocational education to world standards. To improve the quality of education, it is necessary to reconstruct the education management system, develop the potential of personnel in this field, and increase the prestige of the teaching profession. Research in this context R.Sh.Akhliiddinov, R.Kh.Djuraev, J.G'. Yoldoshev, E.A. Turgunov, Sh.A.Abdullaeva, M.Inoyatova, R.G'.Safarova, N.M.Egamberdieva, S.Ahmedov, Z.Ahrorova, by philological scientists N.Karimov, B.Kasimov, A.Khudaykulov, N.I.Alimova, R. .Barakaev, conducted by Q.U.Pardaevlar.

G. T. Mahmudova [6,7], Sh. O. Madaeva [8], B. M. Ochilova [9] studied the role and importance of educational and professional reforms in Uzbekistan in raising the consciousness and outlook of young people from a philosophical point of view.

, and others can be included. It is known from the conducted researches that it is necessary to organize the activities of vocational education institutions in our country based on the changing demands of the labor market, to improve their management, to establish cooperation with employers and to recruit personnel in accordance with the new stage. work is being done to achieve the preparation. In the strategic road map, in the future period, providing the field of vocational education and vocational education with a legal-regulatory, economic and information base, forming a new positive image of vocational education, vocational education issues of increasing the attractiveness of the education system, creating specialized educational institutions for the private sector with modern infrastructure, material-technical and training base are envisaged. The work carried out in this regard in our republic will continue to be properly directed, and the vocational education potential of the population will turn into human capital and become a guarantee of their prosperous future.

Research methodology. The quality and result of scientific research depends on the tools and methods used in research. Therefore, in science, attention has always been paid to research tools, technology and methods. The more complex the studied object is, the question of what tool, basis or method to use to reveal its properties and laws becomes a methodological problem that must be solved first. Thinking about this problem constitutes the methodology, that is, the level (layer) of methodological knowledge. In the course of our research, we tried to solve the problem posed in the topic using comparative analysis, analysis and synthesis, historicity, logic, dialectic, and library methods of scientific knowledge.

Analysis and results. The process of modernization of the vocational education system requires a constant revision of the concept of education, and the development of reflexive mechanisms for studying vocational education from a socio-philosophical point of view determines the relevance of this research topic. In this process, the philosophy of education, with all the inconsistencies of its development genesis, serves as a methodological basis for the socio-philosophical analysis of the concept of vocational education, the meta-theoretical level and complexity of the analysis of the entire field of education. timely solution of philosophical problems related to special vocational education is of urgent importance.

It is impossible to introduce a scientific-complex approach to vocational education without philosophically considering the concept of education, including issues of pedagogy, psychology, sociology, ethics and other social sciences. The socio-philosophical approach has a special place here: philosophical knowledge is a

theoretical platform for creating the educational concept of modern vocational education. Here we are talking about turning to the philosophy of education as a methodological basis for studying the theory and practice of vocational education. At the same time, the concept of "philosophy of education" is distinguished in the system of concepts of "sociology of education", "psychology of education", "history of education", etc. Because education sometimes performs methodological, epistemological, logical, ideological, axiological functions characteristic only of educational philosophy.

Therefore, professional education cannot be defined outside of a philosophical approach: it cannot be understood without a scientific worldview, a logical integrated way of thinking (the common goal of society and human development). Therefore, in most philosophical studies, "the philosophy of education is an interdisciplinary, integrative science that combines knowledge from many disciplines (economics, ethics, aesthetics, physiology, cultural studies, law, psychology) as a methodology for analyzing professional education." analyzed" [10; 121]. In our opinion, vocational education aims to educate people who are well versed in the production of products in the relevant field of activity.

Vocational education helps to develop a person's natural abilities by implementing them in the chosen activity. Vocational education is real when it is accompanied by hard study, gaining knowledge in general cultural areas in a particular subject, as well as forming skills in a chosen specialty. Vocational education requires a skillful and harmonious combination of education, training and the acquisition of practical skills. The President of Uzbekistan, Shavkat Mirziyoyev, mentioned how important this issue is for the current stage of our nation's development, the fate and future of our country: "It is clear to all of us that Uzbekistan has rich mineral and natural resources, powerful economic and human potential. However, it is not for nothing that it was emphasized that our greatest wealth is the great intellectual and spiritual potential of our people [11].

Primary vocational education is vocational education at the secondary school level. Although the vocational education system in my country usually starts at the secondary school level, there is still a demand for elementary vocational education in economically less developed areas and in the field of special education. its main task is to form the basic skills necessary for entering a person. According to the French sociologist E. Durkheim (1858-1917), "A person's behavior and behavior are shaped by social facts that are beyond his consciousness. He included collective views, various existences of moral life, traditions, customs, and customs into social facts" [12; 52].

Secondary vocational education is vocational education at the secondary school level and is the basis for building the entire vocational education system. The main direction of its development is diversification, i.e. conducting different forms of secondary vocational schools according to the differences in the education and training regimes of different fields in order to meet the needs of different fields and students. In addition to primary secondary vocational schools, vocational lyceums and technical schools, there are also general secondary schools with arts, sports, robotics and other characteristic areas as the main content of education. special lyceums can also be established. Along with educating students' strong professional basic ability, secondary vocational education should also educate students' strong cultural basic quality. Secondary vocational education should be absorbed and harmonized with general education.

Vocational education is the main link of the vocational education system and the main channel for providing high-level technical and skilled personnel, which should include at least two stages: junior college and bachelor's degree. The main task of vocational college education is to educate high-quality technical and technical talents who are qualified for current work and have strong professional transferability [13;720].

Vocational Education students can enroll in a Bachelor of Vocational Education to continue their studies after graduation, and they also have the option of enrolling in a general undergraduate education to continue their studies. Undergraduate Vocational Education is a professional education that educates expert technical talents with the ability to solve complex practical problems, critical thinking skills and innovative abilities.

Although this level of vocational education is still at the stage of development in our country, it is an important direction of the development of vocational education in our country. In order to establish a modern vocational education system, it is necessary to integrate and integrate vocational education with regular undergraduate education. "It would be appropriate to have the following departments in vocational education. 1. Department of Information Technology. 2. Department of Social Humanities. 3. Department of special sciences. 4. The department of natural sciences should have an agreement with higher education institutions in order to strengthen the relationship with higher education institutions. According to the contract, professors and teachers of the higher educational institution directly manage the college departments, provide them with study guides, lecture notes, and also hold meetings with teachers and discuss various topics with students. they should have constant conversations" [14; 1274].

Graduates of secondary special vocational education institutions should make up the main composition of secondary special vocational education institutions and vocational colleges with regular high school graduates.

"Vertical access and horizontal integration" is to improve system assurance. As a type of education, it needs not only vocational education at different stages of school education, but also a link connecting vocational education at all levels. From the point of view of the construction of the system, this link is the system of entrance exams to the college of vocational education. At the same time, so that vocational education does not become a separate island in the educational system, vocational education should be inextricably linked with general education, which requires a general professional integration system. In addition, a national qualifications framework is needed to reflect the equal importance of having vocational skills and having academic ability in work. These are auxiliary systems for building a modern vocational education system with Chinese characteristics and are an important part of improving and developing the national vocational education system.

System of entrance exams to vocational education college. It is a vocational college entrance examination system that has the same function as the general education college entrance examination system and is an open, fair, regular and free choice. Based on this system, any student of vocational education can enter any vocational education. is a school route with a single exam. With the system of entrance exams to vocational education colleges, the area for students of vocational education institutions to enter higher educational institutions will be expanded, at the same time, secondary special education, vocational college education The educational content of the undergraduate education of science and vocational education is connected. serves to improve cooperation between vocational education at all levels.

"The work of the department of vocational education also occupies an important place. Departments act as a "bridge" between higher education and secondary vocational education. It is a communication and integration system between professional education and general education" [14; 74]. It is not only the need to achieve social integration through education, but it also promotes the exchange of resources and mutual learning between vocational education and general education, and provides institutional guarantees for the comprehensive development of students. Designing a common work integration system can be done at two levels of exchange of courses and student mobility. This is a trend of education development, but its construction faces great difficulties. For example, even if vocational school students have the opportunity to study in ordinary lyciums

again, how to keep up with the educational achievements of ordinary lyceums is a big problem for vocational school students. The same situation applies to ordinary high school students entering vocational education institutions.

National Qualifications Framework. It is a system that provides for equivalent exchange relations between students of vocational education and students of general education, and then ensures that students of the two educational sequences in specific fields have equal rights. implies. The national qualification framework is the main auxiliary system guaranteeing the status of vocational education types. Only when the learning outcomes of vocational education have the same social benefits as those of general education will people truly recognize the type status of vocational education.

The construction of modern vocational education requires continuous and in-depth monitoring of information about the talent required by various industries and professions, and timely and accurate reports on the demand for talents. requires a professional research platform that advertises, directs vocational schools, recruits students, and targets. to address the current lack of information in talent training and vocational schools. According to non-scientific data, blind specialization and widening of admissions, etc., will help to better align and integrate talent needs in vocational education and production. .

Taking a model building as a starting point for improving the quality of personnel training, in-depth development of professional training standards with a list of professional skills and educational levels as the main content, creating a basis for vocational school personnel training and establishing basic institutional guarantees 'to provide. comprehensive improvement and monitoring of the quality of teaching, therefore, the work of training talents more clearly reflects the characteristics of vocational education.

Fully play the key role of enterprises in school management, explore mixed ownership in school management, establish a school-enterprise partnership management structure and work mechanism based on property rights system and profit sharing mechanisms, and provide stable institutional guarantees for enterprises to participate. vocational college talent training and technology research and development.

According to the law on the formation of the abilities of vocational education teachers, the creation of a two-way system of professional training of vocational education teachers, in which teaching at higher educational institutions and teacher training at the workplace All teachers who want to enter the vocational education system must meet the following requirements at each stage: high-quality teachers to

clearly define the learning tasks and requirements to be met.

Creation and improvement of the total quality management concept, full participation, full control and total management quality assurance system. Improving the mechanism of quality assessment, feedback and improvement with the participation of schools, industrial enterprises, enterprises and social organizations; improving the annual reporting system on the quality of vocational education, strengthening the collection and analysis of information on the state of talent training, and fully ensuring that it plays an important role.

By designing the system, vocational education students are guaranteed equal opportunities with general education students in further education, job search, job treatment, job promotion, etc., and the system through practice, people recognize mutual relationships.

Encouraging a person to self-educate means teaching him science and culture, knowledge, rules of communication, social practice. For the implementation of these tasks, it is important to form the value direction of the language person. The formation of a person's value orientation is a matter at the state level. According to Professor J. Tulenov, "Value means a set of natural and social phenomena that are important for a person and humanity, serve the interests and goals of the nation, people and social groups" [15; 12-13].

The value direction of a person cannot be realized without national consciousness and patriotism. As Professor N. Joraev rightly noted, "The national idea, national consciousness is formed on the basis of national traditions, customs and lifestyle. People consciously and intelligently unite around the national interest, which has risen to the level of universal value. As a result, this set of aspirations leads millions of people to follow them through the idea of national independence" [16; 18].

Value orientation is a person's goal towards certain social values, a person's attitude to the environment, attitude to a group of values. A person's choices are integrated into a system of value orientations. According to Q. Nazarov: the concept of "value" is the various forms, appearances, things, events, processes, relations, various qualities, characteristics, morals and spirituality of reality that appear in a material, spiritual and ideal way. criteria and the most general axiological category expressing the social importance and value of others for the subject[17;56].

The process of human development does not stop throughout life. A person's value-oriented system is the "lifeworld of a person", "image of the world", internal guidelines, norms of the social environment, the sphere of motivational needs, the main regulator of human activity. Value orientation forms the basis of

consciousness, affects worldview, ensures the stability of a person in changing political and economic conditions, regulates motivation, controls the actions of a person, determines the behavioral component of human life. In this way, the direction of value serves as a foundation, stabilizer, regulator, guide. As scientists Z. Kadirova, A. Sharipov, E. Karimova correctly wrote, "let's say a person has mastered the language, customs, value system or other cognitive paradigm of another culture. However, through this, he stops living in his system of values. It is possible to move from one world of culture and knowledge to another, but it is not possible to live in two different worlds at the same time" [18; 29].

Values regulate social relations, ensure the implementation of its traditions and norms, are of great importance for society. Along with the norms formed in the everyday composition of values, special requirements are also included and are important for every country. Based on them, the process of socialization of a person takes place, his education, place in life, goals and tasks are formed. Because the world of values in a broad sense is the world of culture, the sphere of human spiritual activity, it represents the measure of a person's spiritual wealth, determines his moral consciousness and priorities. Values are distinguished by the fact that human culture expresses the attitude of a person to various forms of existence. represents the criterion of a person's spiritual wealth, determines his moral consciousness and priorities. Values are distinguished by the fact that human culture expresses the attitude of a person to various forms of existence. represents the criterion of a person's spiritual wealth, determines his moral consciousness and priorities [19; 41]. Values are distinguished by the fact that human culture expresses the attitude of a person to various forms of existence.

In the context of socio-economic changes and the complex modernization process in the Republic of Uzbekistan, turning a person into the main figure of social development is the main problem of today. The socialization process of an adult language learner also meets modern requirements. A meeting of ideas is carried out on the basis of personal relationships of people. Recognizing a person as a whole person makes it possible to build a new society. Only a person who can continuously develop himself and correctly evaluate his actions can find his rightful place in a competitive society. "A person is a person who constantly explains to himself his relationship with the whole world and defines himself, who criticizes, defends, improves and changes himself in the process of internal polemic with his imaginary interlocutor. Taking into account this situation, the President of the Republic of Uzbekistan Shavkat Mirziyoev says, "In order to become a real diplomat, only knowledge and experience, knowledge of foreign languages is not enough, for this,

innate talent is needed first. The most important thing is that a diplomat should be a true patriot, a true devotee of his people and his country.

... But tell yourself, how can an ambassador introduce Uzbekistan to the world if he does not know the rich history, culture, national values of the Uzbek people, the pains and concerns of his compatriots, if he does not take them from his heart? For example, if Alisher Navoi, Babur, Abdulla Oripov, Erkin Vahidov cannot recite two lines of poetry, and worst of all, if he does not know our mother tongue perfectly, how can he be a true ambassador?" [20; 283-284].

A person is a unique way of being a real person as an independently acting subject, a unique form of a person's social life. A person is unique from the point of view of a social lifestyle, his own world defines a particular lifestyle, and it is determined by the social conditions according to its content. According to the German philosopher I. Kant, a person is formed through self-awareness, which gives him the opportunity to distinguish himself from the animal world and subject his "I" to moral rules [21; 172].

The process of intensive teaching of the Uzbek language to civil servants is characterized by focusing on the personal independence of the language learner, realizing his development through an individually oriented approach to teaching and training. In this regard, new trends are observed in the development of modern education and professional development. The main effort is spent on the development of the linguistic personality of the language learner, its formation and maturity. The goal of intensive teaching of the Uzbek language is to create an opportunity for self-development and self-improvement of the language person. As Professor S. Otamuratov wrote with a touch of humor, such a situation can create two problems: "first, the influence of our mother tongue will decrease, and again, as it happened in the time of the former Shura, the influence of the Russian language will increase, and the Uzbek language will be used not in science, but in everyday life. risk of falling to the level of "helping language" used; secondly, the lack of teaching of the national language in schools at the level of demand leads to a decrease in its prestige among young people, which in turn leads to the lowering of the national spirit and the impoverishment of the national spirit" [22; 404].

The direction in education is aimed at logical understanding and analysis of the structure of material and real situations, discovery of new methods of obtaining new knowledge as a result of effective participation, and solving real problems facing society.

At present, the Constitution of the Republic of Uzbekistan, which considers human life, rights and freedoms as the highest value, and defines humanitarian

principles, is being followed in the teaching of the state language in the personnel training system. and democratization of education. It is the paradigm of "qualified person", "person with attitude", "authorized person" that replaces the paradigm of "knowledgeable person". According to Nazar Eshanqul, "A person is someone who has come to a clear conclusion about himself and his surroundings, and based on this conclusion, his beliefs have been formed."

In world practice, the term "continuing education", which began to be used in the 40s of the last century, is considered as an adult education system. The correctness of directing the idea of lifelong education instead of the traditional idea of lifelong education comes from the requirements of the time. Accelerated education system is a part of pedagogical systems and implements a certain level of individual freedom, that is, directs it to certain activities that are needed at the moment. In turn, a person strives to develop his ability to participate and rises to the level of a linguist.

Self-improvement of knowledge forces all internal systems of a person to be mobilized into a unity, allows to recognize him in a new way, to reorient his values and interests, to improve and reorganize himself. In the process of self-development, the linguistic personality rises to a new organizational stage, and it develops and becomes more complex. Demand, enthusiasm, innovative initiative, creative activity, curiosity are indicators of the development process of a linguist. The principles of the continuing education system are directly related to the comprehensive general cultural development of a person, the proper organization of a person's free time, social stability and social development, and the implementation of other functions. social stability and social development, etc. directly related to the implementation of functions. social stability and social development, etc. directly related to the implementation of functions.

The historical and social experience of human development has shown that language is the basis of worldview, creativity, and deep knowledge. Language implements the positions and beliefs of a person's development, expresses a unique view of the world, and shows the ability to influence the current situation. According to the language policy implemented by our state, every citizen in our society has the full right to learn the state Uzbek language for free. Today's adults who need to learn a language are fully convinced that by learning the national language, their opportunities to improve their economic conditions will expand. At the same time, they feel that by learning the language of the country they live in, the nation they are a citizen of, they fulfill their moral duty to the Uzbek land and the Uzbek nation. This helps a person to develop a sense of national pride. "National pride is a concept

that expresses the feeling of pride in a nation's material or spiritual achievement, success. It shows one of the aspects of human spiritual maturity. National pride is unlimited respect and respect for all the material and spiritual wealth, historical heritage, customs, traditions, manners, way of life, high spirituality, lessons of all historical achievements created by our people over the centuries. "Relationship with others is a concept that expresses care."

The content of teaching is determined by the goal of the language learner. The goal is formed by the need of a member of the society, which is formed under the influence of extralinguistic factors. The content of the need depends on the social nature of the language learner's communication environment. In terms of education, language learning is of particular importance, through language a person gets to know the environment, communicates with others, develops the ability to think logically, receives information, and expresses his opinion fluently orally and in writing. As the head of our state rightly noted, "The active introduction of advanced technologies and the development of the global information and communication space are rapidly changing all processes, leading to the development of new forms of cooperation at the level of continents, regions, countries and business. is serving" [23].

Continuous updating of the educational content is subject to changes due to the development of the process of informatization of the society, and the informatization of the teaching of the state language has a great impact on the educational goals. Accordingly, the task of intensive teaching of the Uzbek language is to prepare people for human relations, to correctly assess the socio-linguistic situation, to deeply feel the necessity and social importance of knowing the state language, to practice speaking in Uzbek. It is a necessity of everyday life to have a harmonious, high civic responsibility and worldview, to develop a feeling, to create a qualitatively new model of members of the future information society.

The state policy in the field of education defines as one of the priority tasks the creation of the necessary conditions for continuous education of citizens, systematic improvement, retraining and self-education, professional mobility, the ability and motivation to strive for innovation. If we consider the process of professional development as a whole, the main goal of the courses is to eliminate deficiencies and shortcomings in the competence of a vocational teacher, to develop his qualifications and pedagogical culture, personal qualities, to update his knowledge, skills and qualifications.

The need for professional training is determined by the continuous growth of requirements for the level of professional training of professional teachers and the

continuous development of educational technologies. The main task of the courses is to increase the level of professional training of teachers, to stimulate personal and professional growth, and to increase the effectiveness of pedagogical cooperation with students of different categories. Solving this strategic task is mainly assigned to the system of professional development.

In modern society, the basic level of education is only the basis of professional activity. Skills won't matter if you don't constantly improve the skills you already have. With the help of professional development, you can acquire new knowledge and skills within the acquired specialization and position. All over the world, the quality of pedagogical work, the creative activity of teachers is becoming more and more important as a guarantee of the successful formation of students' permanent interest in a certain field of education. "Vocational education and professional interests are closely related. In the process of education, a person matures in all respects, his thinking expands, his worldview is formed, he begins to perceive the existence around him more truthfully, and his thinking ability improves" [24; 837].

If we look at the purpose of higher education with a new understanding today, the main strategic direction of its development is the formation of a new generation of qualified specialists who take responsibility for life, have a culture of mature outlook, and are used to creative thinking. Special vocational education is the most important among the main areas of higher education, therefore, education is the only factor that helps to develop the future teacher training system. Science and technology development pays special attention to the development of information and computer professional knowledge and business skills, to the formation of competence in future teachers. It is one of the most important tasks to form future teachers' skills of self-organization, independent decision-making, performance of assigned tasks, and maintenance of moral and spiritual atmosphere in the team.

Updating the content of education is one of the main issues of higher school reform. As President Shavkat Mirziyoyev noted, "Reform means renewal, change. In order for the reforms to have a positive result, first of all, our leaders and people must change. When a person changes, society changes" [25]. When creating the concept of the state educational standard of higher education institutions of our republic, it allows to clearly define the model of the unified educational space of the republic. The task of higher education institutions is to solve important problems such as guaranteeing the necessary level of education, integration into the world cultural and educational space.

The first foundations of the development of professional education: a new philosophy of education; social and humanitarian sciences (educational psychology,

sociology, etc.); theory of practice (pedagogical knowledge management and design).

Professional training of a future teacher in a higher educational institution should be directly related to training for creative pedagogical activities, in addition to targeted training for professional skills during academic years. It ensures that the future teacher learns general cultural (view of life), methodical (psychological-pedagogical), science blocks.

Among the teachers of general education subjects of general education schools, the teacher of mathematics and informatics occupies a special place. In the school, mathematics and computer sciences occupy a leading and responsible place in the development and upbringing of the student's thinking ability, general education level. Teaching mathematics and computer science at school teaches students to recognize the environment, motivates the formation of logical thinking and cognitive functions, creativity, abilities, helps to develop work culture such as attention and observation, accuracy and consistency, independence and planning . gives the student the opportunity to form a scientific approach to the causes of the world.

Today we need a person who can think independently and critically, who can see problems and solve them creatively. Modern society is a society of science and technology. Its citizens are interested in independent action, decision-making and flexible adaptation to changing life conditions. Therefore, the goal of education in modern society is the intellectual and moral development of a person. To achieve this goal, the future teachers should be clearly shown the strategic direction of the educational system as a specialist working in the school. The efficiency of the educational process, the regularity and quality of the lessons, the progress of the program, and the depth of knowledge serve to properly plan all educational activities.

The scope of professional adaptation of a future teacher mainly includes the following: professional direction, professional training, professional education, specific features of student education, working conditions. However, different types of adaptation have different effects on the formation of a specialist. The most important thing is to adapt to the profession. The current requirements for future teachers require not only specialists with knowledge in their chosen profession, but also specialists who can use modern information technologies to automate work. The use of modern educational technologies in organizing the educational process is a characteristic of modern teaching methods. The following comments of President Shavkat Mirziyoyev are noteworthy: "Today, times are changing rapidly.

Young people are the ones who feel these changes the most. Let the youth be in harmony with the demands of their time. But at the same time, he should not forget his identity. Let the call of who we are and the descendants of great people always echo in their hearts and encourage them to stay true to themselves" [26; 48].

Summary. The new stage of development of the educational system presents us with new tasks. He teaches teachers to master computer technologies. Therefore, today it is not enough to master the computer, using information resources in the educational process, the teacher should be able to create his own educational module, his own educational program, master specialized methods. Currently, the use of computers in the activities of pedagogues within the information-educational environment can be divided into six stages. At the first stage, the teacher learns and uses the computer as a "typewriter". In the second stage, the teacher gets acquainted with the set of office programs, their capabilities, and acquires the basic skills of using CDs in their work. The third stage is closely related to the ability to connect to and leave the Internet, that is, it works online. The fourth stage - new information technologies are gradually introduced into the traditional lesson and become an integral part of it. The fifth stage is the systematization and modernization of the accumulated didactic experience. The sixth stage is for teachers to gather work experience and create digital educational resources.

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