E-ISSN : 2181-4341
https://wordlyknowledge.uz
IMPACT FACTOR(SJIF) : 3,934

Bo‘lajak o‘qituvchilarning kasbiy faolligini rivojlantish

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Annotatsiya: OTM da kasbiy tayyorgarlik uchun qulay sharoitlar yaratish va uni amalga oshirish jarayonida metodik qo‘llab-quvvvatlashni ta’minlash zarur. Kasbiy tayyorgarlik davomida metodik qo‘llab-quvvatlashni tadqiqotda ta’lim oluvchilarning kasbiy faoliyat qobiliyatlari va potensial imkoniyatlarini dolzarblashtirish maqsadida amalga oshiriladigan bilvosita yordam usullari yig‘indisi sifatida tushunamiz.
Kalit so‘zlar: Kompetentlik, mazmunli-instrumental, kommunikativ kompetentligi, refleksiv, innovatsiya, ijodkorlik, kreativlik, mustaqil ta’lim, ta`lim standarti, integratsiya, differensiya.

Pedagogik an’anaga muvofiq, tadqiqotimizda didaktik shart-sharoitlar bo‘lajak o‘qituvchining kasbiy kompetentlikni samarali shakllantirishga ko‘maklashadigan chora-tadbirlar tizimi sifatida qaraladi. Mazkur sharoitlar kasbiy tayyorgarlikda integratsiya mohiyatini batafsilroq tasavvur qilish imkonini beradi. Tadqiqotda didaktik shart-sharoitlarning ikki asosiy guruhi taqdim qilindi:

-kasbiy metodik faoliyatni yaxlit o‘zlashtirishni uning (motivasiyali, maqsadli, mazmunli-instrumental, refleksiv) tarkibiy qismlari to‘liqligini shakllantirish orqali pedagogik-psixologik ta’minlash;

-bo‘lajak o‘qituvchilarning kommunikativ kompetentligi (KK) bosqichli rivojlanishi va kasbiy tajribani egallashda anglashilganlik, faollik va mustaqillikning tobora yuqori darajalariga o‘tishiga ko‘maklashadigan kasbiy tayyorgarlikni tashkiliy-texnologik ta’minlash. Mazkur shart-sharoitlar tavsiflariga batafsilroq to‘xtalamiz.Birinchi shart-sharoit kasbiy faoliyatni uning barcha komponentlarini shakllantirish vositasida o‘zlashtirishga ko‘maklashadi. Yaxlitlik har qanday pedagogik tizimning bazaviy tavsifi va eng muhim tizimli belgisi sanaladi. Bunda hodisaning rivojlanishiga to‘sqinlik qilmaydi. P.S.Gurevich tahriri ostidagi psixologik lug‘atda aytilishicha, fundamental yaxlitliklarning turlari ko‘p, biroq ularning hech biri boricha yaxlitlik emas. Ularning hammasi boshqa nisbiy yaxlitliklar qatorida nisbiy yaxlitlik hisoblanadi . Yaxlitlik – xossa emas, atribut (belgi) emas, balki o‘ziga xos qarash, u umumiylik, bog‘liqlik, ajralmaslikni topish imkonini beradi. Aynan bitta reallikni sifat xilma-xilligi, tenglashtirilmaslik, tafovut orqali, ammo ayni vaqtda uni ontologik yaxlitlik sifatida ham tavsiflash mumkin. Yaxlitlik insonga berilmaydi, balki uning tomonidan egallanadi. Bir xususiy yaxlitlikdan boshqasiga o‘tib borar ekan, inson ma’lum darajada o‘z idealini realizatsiyalaydi. Bo‘lajak o‘qituvchilar kasbiy kompetentligini shakllantirish jarayonining yaxlitligini ta’minlash shaxsning madaniy tajribasi yaxlitligi, uning ob’ektiv va sub’ektiv jihatlari yaxlitligi haqidagi qoidaga asoslanadi. Mazkur kompetentlikni shakllantirish yaxlit jarayoni, shu tariqa, o‘zga tilli madaniyat va ingliz tili o‘qitish sohasida to‘plangan ijtimoiy-madaniy metodik tajribani egallash jarayonlari birligi; shuningdek, talaba shaxsining kasbiy lingvistik ta’limda kasbiy faoliyat sub’ekti sifatida rivojlanish yaxlitligini ta’minlashga chaqirilgan.«Shaxsning kasbiy tajribasi» kategoriyasi tadqiqotimizda talabaning bo‘lajak o‘qituvchi sifatida shakllanish jarayoni va natijasi, shuningdek, mazkur jarayonni tashkil qilish sifatini oshirishni tavsiflaydi. Bu kategoriya ta’lim makonida ta’lim oluvchilarning, motivlar, bilimlar, ko‘nikma va malakalar, shuningdek, kasbiy kommunikatsiya normalarida mustahkamlangan, yaxlit kasbiy tajribasini shakllantirishga yo‘nalganlikni aks ettiradi. Butunlik va yaxlitlik – mazmunan turlicha tushunchalar. Butunlik yaxlitlikning butun chuqurligini aks ettirmaydi. U insonning tugallik (mukammallik) ka umumiy harakatining bir qismi (fragmenti) bo‘lishi mumkin xolos. Inson, tabiatan, yaxlit bo‘lolmaydi. Yaxlitlik allaqanday umumiy intilish sanaladi. Muammoning aynan shunday tushunilishi insonni alohida turdagi mohiyat (madaniyatcha odami) sifatida tushunish, shuningdek, yaxlitlikni kasbiy

E-ISSN : 2181-4341
https://wordlyknowledge.uz
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kompetentlikni shakllantirish jarayonining sifat tavsifi tarzida tushunish istiqbollarini kashf qiladi. Bo‘lajak o‘qituvchilarda mazkur kompetensiyani shakllantirish ularning (bilishga oid, kommunikativnoy, kasbiy) faoliyat turlarida ishtiroki bilan belgilanadi, bunda ikkita o‘zaro bir-birini belgilaydigan faoliyat: kommunikativ faoliyat va bilishga oid-amaliy kasbiy faoliyat yetakchi hisoblanadi. Dissertasiyaning avvalgi bo‘limlarida ta’kidlanganidek, faoliyat madaniy tajribaning markaziy bo‘g‘inidir. Ijtimoiy amaliyot, fikrlash, ma’naviy yoki amaliy faoliyatning insonning ijodiy kuchi aks etadigan mahsuli sifatidagi madaniyat, faoliyatda ruhiyatning rivojlanishi va shaxsning tajriba egallashining faoliyatli xarakteri to‘g‘risidagi ilmiy qoidalar shundan dalolat beradi.

Bo‘lajak o‘qituvchilarning OTM ta’lim jarayonida kasbiy yaxlitlikka erishishi kasbiy faoliyatning barcha komponentlari didaktik ta’minlanishi bilan bog‘liq. Bu komponentlar:

-maqsadli (kasbiy kompetentlikni kommunikasiya va chet tili o‘qitishga oid qadriyatli tajriba sifatida ongli shakllantirish, faol realizasiyalash va rivojlantirishni rag‘batlash);

-mazmuniy-instrumental (bilim, kommunikativ va kasbiy faoliyat ko‘nikma, malaka va usullarini, kasbiy kompetent shaxsni tavsiflaydigan sifatlarni belgilash va rivojlantirish);

-refleksiv-baholash (kasbiy faoliyatni tashqi baholash bilan bo‘lajak o‘qituchilarning o‘zini- o‘zi baholashini birlashtirish).

Shunday qilib, o‘qitish sohasida kasbiy faoliyat va kommunikativ faoliyatning birligi aniqlanadiki, bu ta’lim oluvchilarning faoliyatning shu turlarida tajribasining birligi va yaxlitligini belgilaydi, bu esa, o‘z navbatida, kasbiy tajriba, demak, kasbiy kompetentlikni shakllantirishning faoliyatli xarakterini belgilaydi. Motivatsiya xarakteri ma’lum ma’noda faoliyatning o‘ziga xos mazmuni bilan belgilanadi. Qayd etish kerakki, OTM bitiruvchilari tomonidan amalga oshiriladigan faoliyatning muayyan turlari nafaqat ijtimoiy ahamiyatli, balki shaxsiy ahamiyatli hamdir, chunki ular insonning ijtimoiy mohiyatiga muvofiq va shu sababli insonning bazaviy ijtimoiy ehtiyojlariga (muloqot, axborot, bilish, tan olinish, o‘zini o‘zi realizatsiyalash va sh.k.) mos keladi. Ya’ni metodik faoliyat motivatsiyalangan bo‘lishi uchun ob’ektiv asoslar mavjud. Ayni vaqtda motivatsiya turli sabablarga ko‘ra: bilim, ko‘nikmalar yetishmasligi, u yoki bu sifatlar, psixik jarayonlarning (diqqat, o‘troqlik, maqsadga intiluvchanlik va sh.k.) yetarlicha rivojlanmagani pasayishi mumkin. Bu qayd qilish imkonini beradiki, bo‘lajak o‘qituvchilarning real kasbiy faoliyatda muvaffaqiyatli ishtiroki, uning motivatsiyasini oshirish uchun OTM da kasbiy tayyorgarlik uchun qulay sharoitlar yaratish va uni amalga oshirish jarayonida metodik qo‘llab-quvvatlashni ta’minlash zarur. Kasbiy tayyorgarlik davomida metodik qo‘llab-quvvatlashni tadqiqotda ta’lim oluvchilarning kasbiy faoliyat qobiliyatlari va potensial imkoniyatlarini dolzarblashtirish maqsadida amalga oshiriladigan bilvosita yordam usullari yig‘indisi sifatida tushunamiz. Faoliyat bitta motiv bilan emas, balki ularning murakkab birikmasi bilan uyg‘otiladi, shuning uchun yetakchi (mazmun hosil qiluvchi) motiv, hamda bo‘ysunuvchi (rag‘batlash vazifasini bajaradigan) motivlar ajratib ko‘rsatiladi. Har qanday faoliyat uchun motiv tizim hosil qiluvchi tarkibiy qism sifatida gavdalanadi. V.D.Shadrikovning fikricha, istalgan faoliyat maqsadining ikki jihatini farqlash mumkin. Bular:

-ideal yoki xayoliy (tasavvurdagi) natija;

-inson erishishni istagan muvaffaqiyatlar darajasi.

Bu ikki jihatning o‘zaro aloqadorligini qayd qilgan holda ta’kidlamoqchimizki, real ta’lim amaliyotida kasbiy faoliyat maqsadini ko‘rib chiqishda maqsadni nazarda tutiladigan natija sifatida tushunish bilan bog‘liq jihat birinchi o’ringa chiqadi. Bunda bo‘lajak o‘qituvchilar uchun orientir (mo‘ljal) o‘quv dasturi/standartida belgilangan vazifalar hisoblanadi. Bo‘lajak o‘qituvchining tegishli tayyorgarligi jarayonida kasbiy faoliyatni o‘zlashtirishda maqsadning

ikkinchi jihati birinchi navbatdagi ahamiyat kasb etadi. Bu holat uning kompetensiyalarni egallashga yo‘naltirishi, qolaversa, kasbiy faoliyatni OTMda o‘quv jarayoni sharoitida egallashning o‘ziga xosligi bilan belgilanadi. Mazkur vaziyatda u «moddiy» natijaga ega bo‘lmasligi mumkin, chunki o‘quvchilarning real kontingenti mavjud emas. Ammo bo‘lajak o‘qituvchi shaxsining kasbiy o‘sishi ko‘rinishidagi natija hamma vaqt mavjud, jumladan, u o‘zlashtirilgan kompetensiyalarda ko‘zga tashlanadi. Maqsadning ikkinchi jihati talabalarning rivojlanishi nuqtai nazaridan yanada mahsuldor ko‘rinadi, sababi u rivojlantirish o‘zini o‘zi rivojlantirish salohiyatini realizatsiyalashga yo‘naltiradi. Ko‘rsatilgan jihatlar integratsiyasi bo‘lajak o‘qituvchilarning pedagogik amaliyoti davrida kuzatiladi.

Ehtiyoj va motivlar sub’ektni nafaqat ob’ektni egallash, balki undan o‘zini olib qochishga (chetlanish) ham undashi mumkin. Bu holatda ob’ektning salbiy valentligi haqida gapiriladi. Ob’ektni egallashga intilish uning ijobiy valientlikka ega ekanidan dalolat hisoblanadi. Kasbiy faoliyat sohasida ijobiy valientlikka quyidagicha misol keltirish mumkin: bo‘lajak o‘qituvchilar kasbiy kommunikativ kompetensiya darajasini oshirishga intiladi va axborot faoliyati malakalarini egallaydi, tilda so‘zlashuvchilar (til vakillari) bilan kasbiy aloqalarni masofadan turib o‘rnatish uchun axborot texnologiyalaridan foydalanish tajribasini kengaytiradi.

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