

THE FORMATION OF A CULTURE OF PROFESSIONAL OUTLOOK ON THE BASIS OF FORSEIT TECHNOLOGIES IN CLUSTER CONDITIONS

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Annotation. The article is theoretically based on the importance of the system of professional ideals of the student's professional outlook, the intellectual and emotional approach to professional activity in the integration of the activities of foresight centers in a pedagogical cluster environment.

Keywords: the culture of professional outlook, technology teacher, labor activity.

Introduction

The Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030 (October 8, 2019) and the Resolution of the President of the Republic of Uzbekistan dated February 27, 2020 No. PR-4623 "On measures to further develop the field of pedagogical education" and training of highly qualified specialists with the skills to use pedagogical technologies, making a worthy contribution to the socio-economic development of the country, introduction of advanced educational technologies in the field, as well as implementation of the tasks set by the President of the Republic of Uzbekistan on January 24, 2020. In this project, innovative educational technologies will be developed and put into practice in the activities of foresight centers of the cluster system of pedagogical education development.

The Decree of the President of the Republic of Uzbekistan dated September 21, 2018 "On approval of the Strategy of innovative development of the Republic of Uzbekistan in 2019-2021" PD-5544 sets the task of establishing foresight centers.

Foresight, when translated from English, means to look to the future, the action of predicting what will happen in the future of any event, process, by looking at it several years in advance. The term foresight (derived from the English word foresight, meaning anticipation, forward planning, provision), is becoming an increasingly popular innovative technology for shaping the future, as in the past.

Foresight is based on the influence of modern development in the field as a method of gathering specialized knowledge on the basis of forecasting and strategic analysis (philosophy, sociology, social psychology, law, economics, pedagogy, etc.).

The goal of foresight is to create any image of the future by writing a report on its achievements. Thinking of the future as the past, we work for tomorrow and achieve the greatest social benefits here and now. Predictions can be used to build personal careers, to

direct a social project from process to outcome, to create predictive scenarios for the development of a society. The foresight not only involves participation in shaping a review of the future situation, but also encourages participants to take active steps to make their expected changes.

The essence of foresight technology is not to plan a long-term forecast, but to identify future options, to form alternative guidelines for foresight participants. This is to identify possible scenarios for the development of the facility;

Provides an opportunity to develop forms of consensus among participants on the selection of the selected scenario.

Activation of broad sections, i.e. attracting new foresight participants, should lead to the expansion of its field and the growth of civic culture. Take measures to implement it in the form of future forms of development obtained during the foresight.

Foresight provides an opportunity for every active young, volunteer, citizen to get a qualified commentary on key moments in the future movement,

When working on the foresight technology, it is needed to consider the question of "how do we do this" in addition to "what are we doing" ("Predicting the future!").

As the foresight technology is a "network planning" procedure, during the process the created plan begins to be implemented. It is important to understand that this plan is not sustainable, it is constantly changing and being developed, relying on a structured "road map" that can be very multifaceted, as many alternative directions of development need to be taken into account.

The future must include a clear and concise description, in which it must be creatively oriented and focused on it. It is important to understand that the future is individual for each specific person because it is in line with his or her values, inclinations, and abilities. Only man himself can influence and impact the future by creating a clear and definite form of his own future.

The culture of a professional outlook is the focus of many researchers today who know the need to convey socio-cultural experience and the need to participate in the changes that form the basis of development, including personal development. Therefore, the study of the essence of identification processes and the formation of a culture of professional outlook has been the focus of scientific interest, which has led to the presentation of the current material. The emergence and development of a culture of professional outlook is associated with the complexity of the individual, his inner world, spiritual and practical activities. The combination of intellectual, moral, and aesthetic components in it presupposes the existence of contradictions, opposites, rather than mechanical features in nature.

The positions of the individual's worldview are directly related to spiritual values, which is consistent with A. Belix's thesis that "... complex worldview activity is not only a characteristic of worldview culture, but also its existence, origin and development" [1, p.

200]. In this context, teachers have a great responsibility to shape the worldview of members of society. Accordingly, society expects teachers and educators to demonstrate a high level of worldview culture. In this regard, the attention of society, researchers and practicing teachers to the problem of forming a professional outlook in the process of future professional training of teachers is growing, indeed.

The specificity of professional pedagogical activity does not allow to have only highly specialized competencies, because the professionalism of a teacher is determined by a combination of a culture of professional outlook and professional competencies. Second, the humanistic approach to defining the content of future technology teacher training is characterized by several areas of research.

Thus, it is expedient to establish foresight centers in the cluster and to involve leading specialists of preschool, school, lyceum, college, institute in this field, to conduct foresight on specific problems, to develop future plans, to conduct researches focusing it. This will eliminate the following contradictions that need to be resolved:

- incompatibility between the professional skills of university graduates and the requirements of personnel consumers (employers, organizations and institutions) (use of modern equipment and technologies, mastery of rational and advanced methods of work, high labor productivity, technical, environmental and labor culture, etc.);
- inconsistency between the content of theoretical and practical vocational education in the system of vocational training of higher education institutions (educational and material equipment, integrated methodological support, etc.);
- inconsistency between the content consistency and continuity of internships, internships and undergraduate internships in the vocational education system in the context of vocational education and training;
- incompatibility between professional orientation, professional teaching (teaching, mentoring) and teaching (learning) activities of students in the teaching of sciences in higher education;
- inconsistency between the forms, methods and tools of practical vocational education in higher education with a set of practical skills and competencies based on the professional orientation of students and teaching and production work;
- inconsistency between the requirements for the pedagogical skills of teachers of special subjects and the formation of the necessary professional knowledge and skills in students.

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