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TECHNOLOGIES AND METHODS FOR IMPROVING THE SYSTEM OF PREPARING FUTURE TEACHERS FOR MENTORING ACTIVITIES

Dilnoza Q. Oxunova
PhD in Pedagogical Sciences, Senior Lecturer, Department of Pedagogy, Fergana State University, Fergana, Uzbekistan.
Email: oxunova2302@gmail.com
Durdonaxon Sh. Abdumannonova
Master's Student, Fergana State University, Fergana, Uzbekistan.
Email: abdumannonovadurdona@gmail.com

Abstract

This article discusses issues related to improving the system of preparing future teachers for mentoring activities. It also examines the pedagogical essence of mentoring, its role in the modern education system, and analyzes innovative technologies and effective methods used in preparing future teachers for mentoring activities. During the research process, methods such as pedagogical observation, analysis, and comparison were used. At the end of the article, suggestions and recommendations for the development of mentoring activities are presented.

Keywords: mentoring, future teacher, pedagogical technologies, quality of education, innovative methods, pedagogical competence.

Today, improving the quality of the education system, developing the professional competencies of teaching staff, and effectively organizing the educational process are among the most important tasks. From this perspective, the issue of preparing future teachers for mentoring activities has become particularly relevant. This is because mentoring plays an important role in the professional development of young teachers. Through mentoring, experienced educators share their knowledge and experience with young specialists, help them adapt to pedagogical activity, and support their professional growth.

The concept of mentoring in pedagogy is interpreted as an activity based on cooperation between a mentor and a mentee (teacher and apprentice). In this process, an experienced teacher provides guidance to a young teacher, assists in solving pedagogical problems, and gives recommendations on how to effectively organize the educational process. Mentoring activities not only help improve the professional skills of young teachers but also contribute to the development of their creative potential.

In the process of modernizing the education system in the Republic of Uzbekistan, considerable attention is being paid to the development of the mentoring institution. In higher education institutions, forming mentoring skills while preparing future teachers is considered one of the important factors for improving the quality of education. This is because students studying in pedagogical higher education institutions should become not only teachers who deliver lessons but also mentors who can guide young educators in the future.

In the process of preparing future teachers for mentoring activities, the development of their pedagogical competencies is of great importance. In this regard, it is necessary to develop communicative competence, pedagogical diagnostic skills, reflective thinking, and the ability to solve problem situations. Research shows that the use of mentoring elements during pedagogical practice significantly improves the professional readiness of future teachers. Therefore, improving the system of preparing future teachers for mentoring activities in the process of pedagogical education is considered one of the urgent issues.

The use of modern pedagogical technologies in preparing future teachers for mentoring activities is of great importance. In particular, interactive educational technologies increase the

effectiveness of this process. Interactive methods help increase students' activity, develop independent thinking skills, and form the ability to solve pedagogical problems. For example, methods such as "brainstorming," "case study," and "discussion" help students analyze pedagogical situations and make effective decisions.

In addition, the use of digital technologies in the modern educational process plays an important role in the development of mentoring activities. Electronic learning platforms, online seminars, and virtual communication tools make it possible to organize cooperation between mentor and mentee more effectively. This, in turn, contributes to the professional development of teachers.

The use of reflective learning technologies is also important in improving mentoring activities. Reflection enables teachers to analyze their own pedagogical activities, identify their mistakes, and eliminate them. For example, keeping a pedagogical diary, self-assessment, and reflective conversations positively influence teachers' professional development.

Various methods can be used to effectively organize mentoring activities. In particular, the observation method is widely used in the mentoring process. Through this method, the mentor observes the young teacher's lesson and provides the necessary recommendations. The conversation method is also effective in solving pedagogical problems. In this process, the mentor gives advice to the young teacher and explains ways to resolve pedagogical situations. In addition, through this method the mentor and the young teacher jointly analyze the lesson process, identify pedagogical mistakes, and develop ways to eliminate them.

The modeling method serves to demonstrate effective ways of organizing pedagogical activities to young teachers by conducting a model lesson by an experienced teacher.

In conclusion, preparing future teachers for mentoring activities is one of the important factors in the development of the education system. In order to effectively organize mentoring activities, it is necessary to widely use innovative technologies and modern methods in the process of pedagogical education. In addition, organizing special courses on mentoring activities in higher education institutions, widely applying mentoring elements during pedagogical practice, and supporting the activities of mentor teachers contribute to improving the quality of education.

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