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Title **A TEACHER-EDUCATOR EDUCATIONAL INITIATIVE
PURPOSE OF PROFESSIONAL ACTIVITY**

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A TEACHER-EDUCATOR EDUCATIONAL INITIATIVE PURPOSE OF PROFESSIONAL ACTIVITY

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Abstract: This article describes the role of a teacher as an educator in educating a competent person in the system of continuous education. Future teachers, students will be expected to discuss theoretical and practical aspects of upbringing skills.

Keywords. : teacher, educator, teacher – educator, professional activities, education, training, continuous education, continuous education, continuous education system, spiritual and moral education.

Introduction

«Strategies for Further Development of The Republic of Uzbekistan "for 2017-2021, In accordance with the President's Decree "On Measures to Enhance the Youth in Spiritual, Ethical, and Physical Education, Raising the Educational System to a Qualitatively New Level", ensuring the continuity and consistency of the educational stages, the creation of a modern methodology for teaching and learning, and developing a new generation of textbooks and introduce them into practice and further improve the training system of teachers. [1]

Innovative approaches, researches, solutions on research problems, scientific and practical recommendations in the theory and practice of the national educational theory are reflected in our country.

We all know that the system of continuous education for the system of higher education is to train specialists for preschool, general secondary, secondary special vocational education and academic lyceums, advanced training and retraining, and extracurricular education, their professional training, spiritual and moral in other words, a special requirement for the teaching staff.

It is desirable for every person working in the continuing education system to have professional and pedagogical knowledge, and to prepare specifically trained and educated students of that age. However, potential specialists are more focused on finding professional skills in the area of specialization rather than as teachers. Such cadres try to give

in-depth knowledge of specialization in pedagogical activity. However, it is difficult to apply the specific laws, principles, essence, methods, tools and forms of teaching and learning process professionally.

They demanded that the youngsters become mentors and trainers in the system of continuous education, not just interesting lecturers. Therefore, when preparing a teacher for a continuous education system, it is necessary to pay special attention to several aspects. Firstly, to have a perfect knowledge of the subject and the practical application of the subject; Being equipped with psychological and pedagogical knowledge, being aware of national traditions, traditions and values: Secondly, it is capable of teaching personal, professional knowledge, skills and skills to students: thirdly, the teacher is not only knowledgeable, but also educator. In order to have a positive influence on others, it should be a good example of a teacher who is a well-educated, richly educated, ethical, and aesthetically tantalizing teacher.

At present, a certain part of the continuing education system does not meet the requirements.

As you know, it is the educational, educational and developmental objective of each lesson and should be followed by the solution of the teacher's goals catalog. During the research on our research, over 200 tutorials were presented and emphasized that during the course analyzes, the goals were meticulously and precisely.

During the analysis, it was found out that there was a lack of consistency, consistency and consistency in setting the goal of the course. By definition of traditional approaches, the purpose of the course is clearer than the one that has been consistently not completed by the goals, especially when the educational objective has been moved to the second level.

Out of the 204 lessons learned, 168 cases were observed, while the remaining 36 subjects were solved in the curriculum, which was solved in the solution of the tasks set in the goals.

It is known from the application of modern teaching technologies to the educational process that the planning of each lesson relates to the exact development of the targeted catalog. This process is related to the extent to which the teacher's work is technically advanced, that is, to meet the requirements of learning technology [4].

The modern lesson and the requirements for it are not less than the educational purpose of the lesson. Because the principle of unity of education and training recognizes that it is the educational objective and, at the same time, the harmonization of goals. The definition of traditional pedagogical learning objectives, in turn, is a traditional approach, and the student-student needs to keep the information in mind and repeat it at the right time, especially during the exam. However, the teacher can not predict the degree of student learning and the effectiveness of the student in accordance with the traditional educational objectives.

Though the experience of traditional education and its methodology has been accumulated in our country, it is noteworthy that there is a lack of objective possibilities derived from the demand of the time. Applying a technological approach will guarantee the achievement of the educational objectives. Educational, educational, and developmental goals are complementary.

Thus, a teacher should at the same time be a technologist approach to the field of education and training, that is to thoroughly master the principles, methods and methods of

modern pedagogical technology, to apply pedagogical practice and to contribute to its perfection. Accordingly, it has been discovered in the research that the integration of the teacher's professional development activities with the contribution of the teacher to the improvement of the educational process is an urgent problem.

Instead, training a young specialist under the guise of a coach-mentor on a rational and socially-oriented basis, supporting his own initiative, prioritizing his thoughts and interests, creates the basis for the training of highly qualified and future cadres. The outcome of the training work is visible over the years.

Leaders of educational institutions are often complaining about the lack of skilled staff. However, research findings have shown that the selection and training of young staff depend on the leadership potential of the "master-disciple" school.

The continuity of education in our country also reflects the continuity of the educational process.

Integrating education into a learning process, as a resource that extends the range of knowledge and skills, is a mechanism that connects learning processes to a continuing education system. The following pedagogical tasks need to be addressed:

- creation of conditions for improving the professional skills of the teacher-educator;
- Organization of training workshops, seminars and workshops that define the essence of personality oriented education (designed for young professionals and faculty members);
- Transformation of theoretical knowledge into practical skills and skill to improve pedagogical activity;
- to determine the effectiveness of the teacher's teaching activity in the continuous education system.

The link between the educational process and the application of pedagogical and information and communication technologies is called civilization of civilization that transmits human civilization from generation to generation. At

the same time improving the teacher-teacher professional pedagogical function is a key tool.

Ongoing observations have revealed that upbringing of competent individuals includes the following requirements:

These are:

- to direct young people to the profession and contribute to the realization of future plans;
- purposeful (procedural) organization of the educational process;
- creative approach to pedagogical activity;
- focusing on the spiritual, moral and aesthetic development of students and students;
- ensuring the social activity of students and students in the pedagogical process;
- to develop the essence and importance of protecting the consciousness of young people from abusive and destructive ideas;
 - pay attention to the formation of readership and students' readability
- In the "Family" Scientific-Practical Research Center, in cooperation with the Youth Alliance, prepare students for independent living, learn the specific features of family building, provide appropriate advice and advice (organization of family preparation clubs for young people);
- Effective research work on the problems of youth through the "teacher-student" school at the department;
- achievement of self-reliance and self-education in future professionals;
- focusing on the formation of student-centered attitudes and skills in social-humanitarian sciences.

As a general criterion, education combines human behavior and rights and directs its commitments. The teacher-educator as a specialist in this process will bring it to the practical level. The increasing demand for innovative approaches, research, research solutions and the need for scientific and practical recommendations in the theory and practice of national education in our country

require the improvement of the teacher-educator's professional activity. [3] The results of the blasphemy have shown that today's students and students are increasingly interested in learning about their moral and ethical values. From this perspective, a systematic and individual approach to planning a professional activity of a trainee is required. The theory of pedagogy and its methodology require the teacher-educator to have scientific, theoretical and methodological knowledge, experience. The teacher-educator, who can bring theoretical knowledge to the practical level, will be able to master secrets of professional skills. A desire to reach a well-deserved person status begins first with the family. As a person grows old, his responsibility to his family and society will increase. Naturally, every family and its representative strive for perfection. Depending on the nature of the educational process, professional activity of a teacher-educator develops in cooperation with family, neighborhood and other social institutions. The development of the feedback mechanism in the theory and practice of pedagogy increases the effectiveness of education and ensures a safer outcome. Research experiments and advanced pedagogical experiences have shown that the teacher-educator's profession is, in essence, practical activities that are always creative, innovative and creative. A citizen of a country is formed in front of the teacher-educator. Accordingly, the instructor-educator is not morally and morally inaccurate in teaching and learning. The development of communicative and creative abilities of the instructor-educator, the combination of professional motivation and qualification training defines the level of his competence in the pedagogical community.

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