

Developing Teacher-Pupil Traditions in Future Teachers

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Abstract - This article includes pedagogic collaboration, its particular courses and traditions between teacher and student.

Keywords - Cooperation of Pedagogic, Education, Student, Tutor Teacher, Promotion Of Education, Information.

From the very beginning of our independence, our state has been pursuing a state policy aimed at the formation of a new generation of highly qualified personnel. One of the main objectives of this direction is to develop a Strategy for action in the country in five priority areas of development of the Republic of Uzbekistan for 2017-2021. Realization of strategy of actions in all spheres and spheres of public life undergoes serious changes. The fourth direction of strategy of actions reflects priorities of development of the social sector. Further improvement of a system of continuous education in the field of development of education and science assumes improvement of quality of educational services, further development of a system of training of qualified personnel. Therefore, great human development, deep knowledge of skills and training profession, which he chooses in all types of continuing education, is of great importance.

The pedagogics plays an important role at the present stage of development of an education system in Uzbekistan. Pedagogical scientists describe joint pedagogics as process of the creative activity directed to "education of teachers and teachers in the form of communication". In this communication the trainee and the teacher receive mutual

responsibility, and cooperation of the parties promotes improvement of quality of education.

In ancient times, as in everyday life, working together in the educational process was the most effective. That is why the experience of teaching children as a group is growing. In the first century of the Bible, Quintilian emphasized that "when students are taught together, they can have solid knowledge". Thus, the joint pedagogical process of the teacher should be primarily aimed at identifying ways and means of organizing the educational process, which is aimed at ensuring that the students themselves are the main values in society. For this teacher have to be careful not to damage identity of pupils, not to threaten their mentality, to have a positive impact on them, to give necessary advice, to estimate readability of each other and to have a clear idea of the prospects of development of pupils. Humane approach to pupils helps to understand and eliminate features of their conflict. The ideas of pedagogical cooperation are put in the content of pedagogical technologies today and make a basis of "The concept of formation of the 21st century". In the concept of partnership cooperation in the relations "Teacher-pupil" represents a combination of progress and results of this activity, sincerity of each other in inner world,

understanding of each other in the spirit of understanding, cooperation of adults and children. Traditional education is based on participation of the teacher in pedagogical process and a role of the reader as object. This rule is carried to the reader about a subject of his / her educational activity. The relations "pupil-pupil" take place in the general public work which considers various forms of cooperation (cooperation, participation, cooperation, joint creativity, joint management).

There are four main directions of cooperation of pedagogics:

Treat them: personal and humanitarian approach, the didactic activating and developing complex, the educational concept and ecological education.

1. Humanitarianism and democratization of pedagogical dialogue are based on the love of children, interest in their fate, their hopes for trust, cooperation, communication skills, the abolition of direct coercion, positive incentive, tolerance of shortcomings in children, equality of teachers and pupils, the right to views. At the same time, the relationship between the teacher and the pupil is established. In this process, the prohibition of child abuse, rather than leadership, management, joint management, coercion, persuasion, coordination, unlimited, freedom of choice will have an effect. In this process, the teacher refuses to adhere to the method of compulsory education, which does not give results in modern conditions, reliable relations with the reader, curiosity, elimination of incidents, the establishment of independence in children, an individual approach to the use of the community.

2. The complex of activation and development of didactic processes is one of the main aspects of the humanitarian approach. At the same time, the content of education is positive in terms of personal development, the formation of knowledge, skills and generalized thinking, the integration of school subjects, their generalization, differentiated education and upbringing.

3. In the direction of the concept of pedagogy, the pupil will develop their knowledge taking into account the humanistic approach, the formation of universal values, their creative abilities, personality, national and cultural traditions and collective education.

4. In environmental education, family, school and social existence are important social institutions that shape the younger generation. The results are determined by the joint efforts of all educational institutions. In addition, pedagogy will be conducted with parents who influence social and

public institutions that protect the rights and freedoms of children.

The cooperative pedagogics conducts teaching and educational activity on the basis of interdependence of pedagogical and pupil's traditions. As a result the mutual trust and loyalty between the teacher and the pupil are found. Therefore the source has several requirements to the teacher and the pupil.

The art heritage of east thinkers and their scientists also allocates the special place in pedagogical and educational skills and also in traditions the teacher-pupil. Abu Nasr Forobi - one of the greatest figures in east philosophy of the 10th century, and life - one of the first creators of the human doctrine. Philosophical views of the philosopher of the person who has the best and noble character of the human person, justice of people, kindness and perfection of mind are expressed in its works: "Disciples should not be too indifferent to cruel persecution". As excessive prosecution strikes the teacher in the pupil, but so soft teacher, the pupil ignores it and is free from knowledge which it will give.

One of world famous figures of classical culture of the East, Saadi Sherazi, insists on that the teacher learned and studied to be severe in training and teaching. Gulistan is described as the master: "The person gained big skill in martial art, he knows 300 strategy and He used the strategy of day. He taught one of his pupils 259 strategies. But he didn't learn strategy. A disciple who does not know the respect of the teacher brags that he is superior to his teacher. This word does not please the king. They are told that they are fighting. The teacher uses his last tactic to defeat his pupil. A pupil who does not know his teacher, respects the crowd and the king.

Alisher Navoiy, one of outstanding poets and thinkers of the Uzbek people, the great scientist and the statesman, one of world famous figures of literature, widely lights work of teachers. Navoiy said that everyone has to study constantly knowledge, and it is necessary to go to school or madrasah to get a pupil's education. He insists on that teachers, mentors and mentors were formed and trained to give to young people profound knowledge.

Xusayin Voiz Koshifiy, one of the greatest scientists of the 15th century, widely mentioned the pupil and the master the relations; "If someone task you what the building of the pupil is founded on, then answer it in response to what you ask, and ask that they ask, and ask that they ask. tell that it through members of a body that it is carried out". He showed eight traits of a disciple:

1. Welcome first.
2. Talk to the teacher a little.
3. Keep your head forward.
4. Never run eyes.
5. Get permission from the teacher before you speak.
6. Don't mind the teacher's answer.
7. Don't blame others for the teacher.
8. Respect in standing position.

Koshifiy also defined mastering conditions. "My knowledge does not work without teacher of a magistracy and whoever does teachers without master".

Jalaluddin Davani, who lived and worked in the village of Davon in the 15th century, compared his mentor to the "spiritual bridegroom" in his "Ahlul al - Jalali". Because if the father forces his child to develop physically and psychologically, the teacher emphasizes the importance of his spiritual development. When it comes to the tradition teacher-student, we consider it appropriate to focus on the work of Mirzo Ulugbek. Another historical figure, Mirzo Ulugbek, who created and lived in the 15th century, got acquainted with the history of the school and made a great contribution to the development of the school. Graduates encourage children to group together, compete with them, and encourage their teachers to be honest, provide evidence that does not require evidence in the teaching of science, and conduct each workshop at a high level, and this can only increase pupils' interest in learning. The teacher constantly emphasizes the importance of never giving up to his pupil, but helping him to be honest, and that the cooperation between them is sincere. We can see by the example of his disciples how correct these statements are. Ali Kushchi remained loyal to his master for the rest of his life, leading him to the next generation of the scientist's most valuable work, "Ziji Kuragoniy".

The rich heritage left by our Eastern thinkers and scientists was of great importance today. From the point of view of our famous scientists, we can understand that the teacher is more honorable and responsible than anything else on earth. Therefore, today it is necessary to respect both teachers and trainees. Of course, the teacher himself must understand the vital role he or she plays in society and understand his or her value. At the same time, they need to know the requirements of the modern teacher and consciously follow them. The role of the teacher is to play an important role in society and they should love their

pupils, care for them and care for them. Especially when we observe the traditions of the teacher-pupil, we see that we can achieve our goal. Now my traditions the teacher pupil are put in a higher educational institution where I work, to the young teacher who began new work, appoint professor-teacher with the knowledge and skills. Now I continue the education and also I carry on traditions the teacher pupil. Together with the pupils we study the most important questions and problems of pedagogics. It is no wonder that in our country the proverb says that without teacher can't go everywhere. Using "teacher-pupil" traditions helps to increase the education quality.

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