

PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract

This article is about primary education through continuous professional development formation of creative activity of teachers, criteria and requirements to the teacher's personality, professional knowledge in the educational process, teacher-student cooperation in ensuring the effectiveness of education, pedagogical skills in modern teachers, pedagogical delicacy requirements, criteria, opinions and comments on such qualities are given.

It analyzes the importance of developing the professional competence of primary school teachers, especially through professional development, the concept of professional development, its basic motivational needs, the process of formation of cognitive, emotional and volitional components. The article deals with the professional needs of teachers through continuous training, the use of internal resources in finding optimal solutions to specific problematic pedagogical situations, self-motivation and motivation, self-development strategies, activation of creative abilities, ways to improve skills and competencies in innovation processes, in short, to create favorable conditions for scientific and methodological cooperation. In the process of in-service training of primary school teachers, their creative activity will be further developed through continuous, traditional, distance, mobile training.

Key words: competence, education, upbringing, teacher, student, professional development, continuity, skill, onalyn, distance, creativity, image, professional activity, internet, innovation, interactive, system, adaptation, responsibility, self-management, situation, process, cooperation, qualification.

Introduction. Today, the Law of the Republic of Uzbekistan "On Education" dated September 23, 2020, the Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" dated February 7, 2017 PF 4947, Resolution No. PQ-393 of September 5, 2018 "On measures to introduce new management principles into the public education system", as well as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan according to the decisions No. 187 of April 6, 2017 "General secondary and high professionals, on the approval of the state educational standards of vocational education" the fields of public education are developing. If we pay attention to the process of organizing training courses for public education workers in Uzbekistan, we can see different forms and their unique history. The National Center for Training Teachers in New Methodologies consists of forming and increasing the creative capabilities of teachers, improving their scientific level, expanding their worldview and developing their personality. One of the efforts of the Republic of Uzbekistan in the reform of the education sector is that the pedagogic staff should work in accordance with the requirements of the times, and the teachers should have deep knowledge, skills, skills and culture to educate a well-developed person in all aspects. It is demanded to be more active and responsible. This, by itself, includes the development of creative competence in the process of continuous professional development of teachers. In particular, today's development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires a deep study from a scientific and pedagogical point of view, the urgency of this issue

Research object and used methods

According to the **research object**, the process of creative test development through the continuous professional development of teachers has been determined, the new national center of pedagogy of regional experiences, the national center of teaching Jizzakh pedagogy to new methodologies, and the national centers of teaching pedagogues of Samarkand region to new methodologies, a total of 450 listeners participated. The methods of sociometric experiments, TRIZ technology pedagogical-testing, mathematical and statistical development of analysis were used in the research to study the qualification processes of teachers of practical education.

The obtained results and their analysis

Based on today's modern times, the main tasks of the national centers for training pedagogues in new methodologies, state policy in the field of education and training, professional competence and skills of the pedagogue, effective use of ICT in teaching science, effective use of Internet networks, multimedia tools, spelling literacy and documentation, theory and methodology of teaching specialized science, international programs for evaluating the quality of education and innovative technologies, STEAM, PIRLS, approach in general secondary education, methodology of conducting practical training and laboratory work, practical foreign language, national curriculum and normative documents on science include modern methods of organizing the educational process for working on complex topics and provide relevant new knowledge, skills, skills and competences consists of orientation to formation. [3].

In today's modern education, the main goal of the national centers for training pedagogues in new methodologies is to reach the level of an experienced pedagogue who can respond to the demands of the times, has high professional knowledge, is creative, has high professional competence, can creatively demonstrate every lesson, and can make the best use of information and communication technologies. , consists of adding its own. In our opinion, the effective use of information and communication technologies is of great importance in the development of creative activities through continuous professional development. The main goal of primary education is to teach teachers to know information technologies, to learn to work with a computer, in the process of studying each module in the context of professional development, planning and implementing new work methods, necessary for professional activities and students. is to learn multimedia tools perfectly and to create and use test questions according to their specialty. In the developing process of education, information and communication technologies provide the content of elucidating the educational topic in one lesson. It allows to learn about the implementation of educational goals, the characteristics of effective use of various non-traditional methods in the lesson, to focus students' attention, to clearly explain homework based on examples, and to effectively control and evaluate students.

The effective organization of lessons in the modern education system depends not only on the teacher, but also on the students. If students are active, active and creative, such lessons will give effective results. Creative thinking is more than generating ideas. Creative thinking is a real skill based on knowledge and experience that allows a person to achieve better results in sometimes difficult situations.¹

In the decision of the President of the Republic of Uzbekistan dated November 6, 2020, Decree PQ-6108 on measures to develop the fields of education and science in the new development period of Uzbekistan and to ensure the implementation of this decree in order to improve the education and science fields of our country, in our society, in Resolution No. PQ-4884, adopted on November 6, 2020, In order to pay more attention to teachers and pedagogic workers, scientific and creative intellectuals, develop the professional skills of teachers, expand the participation of the private sector in the system, the fields of education and science in the new development period of Uzbekistan. the main directions of further development were determined.²

¹ Darslarda o'quvchilarning kreativ fikrlash qobiliyatlarini rivojlantirish. N.Nuraliyeva - Science and innovation, 2022

² Formation of the creative activity of teachers through continuous training
N.N. Bozorboyevna. Forestry & environmental sciences peer-reviewed open access journal 65

A continuous professional development system was introduced in the field of public education. The President's decision No. PQ-4963 dated 01.25.2021 "On measures to support scientific research activities in the field of public education and to introduce a continuous professional development system" was adopted. From March 1, 2021:

a) by district (city) public education departments:

- the training needs of public education workers are studied and their individual professional development trajectory is created through the special electronic platform "Continuous Professional Development";
- an electronic portfolio of each public education employee is created and information about the employee's individual trajectory, results of professional development and mastered educational programs is included in it;

b) The Ministry of Public Education and the Ministry of Higher and Secondary Special Education will provide differentiated professional training of public education workers in accordance with their qualification level, knowledge, scientific and pedagogical potential, work experience, psychological preparation and individual professional development trajectory. training practice will be established according to the programs;

v) The minimum volume (amount) of credits (academic hours) that must be collected by public education employees in the system of continuous professional development by the Ministry of Public Education and the State Inspectorate for Quality Control of Education and public education the list of alternative forms of training of employees is approved;

g) In monitoring the quality of education, the State Inspectorate, the Ministry of Public Education, and the Ministry of Higher and Secondary Special Education regularly assess the effectiveness of education based on training programs and take measures to improve the programs. From September 1, 2021:

- certification of teaching staff of pre-school, general secondary, special secondary, professional and non-school educational institutions (hereinafter - pedagogical staff) is provided for the year.

Polatova D.T. According to the scientific article on "Creating an effective system of teacher training", the activities of training and retraining institutes are being improved over time and are being organized in accordance with the needs of the times.

The decision of the Cabinet of Ministers of the Republic of Uzbekistan "On the further improvement of the system of retraining of pedagogues and their qualification improvement" obliges secondary schools to: work as a customer; implementation of internal control and analysis of the quality of the educational process; monitor and evaluate the professional activity of each pedagogue according to the rating system; determining the contingent of teachers who need retraining or professional development; classification of pedagogic personnel based on the study of their professional qualification level; determining the appropriate types and forms of retraining and professional development; tasked with creating individual assignments or specific programs for the purposeful retraining of pedagogues and the organization of improving their skills. Training institutes develop differentiated curricula and programs based on individual tasks of the customer or clearly oriented programs in agreement with ministries and agencies, and stimulate critical and creative thinking of pedagogues using interactive methods of teaching and the global network of the Internet. introduce modern pedagogical and information technologies aimed at encouraging, independent information acquisition. In view of these tasks, teachers are encouraged to develop and update their professional knowledge and skills, taking into account the needs of the individual, the state and society, in accordance with the formation of the market of educational services special attention is paid to the creation of a new system of professional development and retraining. Therefore, it can be concluded that the effectiveness of the system of training, retraining and upgrading of teachers' qualifications is determined by the need-based organization of this system, or in other words, the training programs should be based on the need. [4].

The goal is to create the necessary conditions for regular improvement of the professional skills and efficiency of public education workers, to improve the system of professional development based on the principle of "lifelong learning". According to the project, it is determined to approve the regulation "On continuous professional development of public education workers", which takes into account the implementation of the credit-module system of education in the process of retraining and upgrading the qualifications of public education workers. Also, the structure of the system of continuous professional development of public education workers, regulations on the continuous professional development of public education workers, approval of the procedures for covering the expenses related to the improvement of the qualifications of public education workers from the State budget and maintaining the Register The adoption of the draft resolution will provide an opportunity to establish a system of continuous professional development of public education employees, to improve their professional levels based on the principle of "lifelong learning", and to create a healthy competitive environment in the field.

Ayubkhan Radjiyev, Rector of the Abdulla Avloni Research Institute for Studying the Problems of Public Education and Defining its Prospects, expressed his opinions in his scientific articles and research works. The quality of education depends on the qualifications of teachers. In today's fast-paced world, every day something new is happening in education, no matter which subject, the information about teaching it is being updated every month. Naturally, the main subject of such rapidly changing education - the teacher - should develop his knowledge, skills and qualifications accordingly.

With the decision of the head of state on the radical renewal of the field of professional development "On measures to support scientific research activities in the field of public education and to introduce a continuous professional development system" PQ-4963 in the field a new procedure is being introduced. That is, according to the current regulations, public education workers, including teachers, are involved in a one-month training course every 5 years. Now they will be able to improve their qualification level not once every 5 years, but every year, if possible - every day.

Therefore, "Lifelong professional development education" is being introduced, which provides for the annual upgrading of the qualifications of public education workers. According to the previous regulation, only 20% of teachers were involved in training every year, but according to the new regulation, 100% of teachers are trained every year. Previously, 144 hours were studied in professional development courses once every 5 years, according to the new regulation, teachers are involved in at least 36 hours of studies every year.

It should be said that now public education workers can improve their skills not only in training institutions under the Ministry of Public Education, but at their discretion in any higher education institution or non-governmental educational organizations located in the regions. . These trainings are completely free and are carried out through an electronic platform. That is, the teacher will be able to study at any time and in any area. Starting from March 1 of this year, training of science methodologists of district public education departments through the "Continuous professional development" electronic platform of the research institute named after Abdulla Avloni has been launched. The final certification tests were available in the previous order, i.e. in one-month courses. Due to the gradual transition to the system of continuous professional development, some courses are organized for one month. However, any restrictions they may have had on taking final exams have been removed. Now the listener has the opportunity to take as many tests as necessary until they get a positive result.

Ibragimov.A.A. wrote in his scientific article "Technology of scientific and methodological support for teachers' professional development" that the introduction of new state education standards once again imposes demands on teachers that significantly change professional activity and fill it with new content. . Because these standards are based on a competent-active approach, they differ from their predecessors in that they are oriented not to the formation of knowledge, skills and qualifications, but to the formation of a person capable of continuous education, development of needs and abilities. Therefore, the increase in the professional responsibility of the teacher and the change in his role in society require him to quickly adapt to the rapid changes in the educational process, to be very active, to be ready for

continuous self-development and independent learning. requires them to be aware of modern approaches and technologies of teaching and to have the qualities of being able to use them effectively. The teacher should not limit himself to the curriculum, organization and evaluation of the lesson, but should develop the special needs and capabilities of the students, interest them, be able to follow them and always be "one step ahead".

Observations during advanced training courses showed that all teaching staff are not sufficiently capable of independently defining the directions of professional development, restructuring their activities, quickly engaging in interaction and communicative relations, and they hesitate a lot. They feel the need for practical help in choosing the necessary literature, forms of training, understanding their professional needs and difficulties, expressing themselves, putting their pedagogical ideas into practice, and in determining which entities to turn to for educational services. For this reason, it is necessary to meet the professional needs of pedagogues, to use internal opportunities to find optimal solutions in certain problematic pedagogical situations, to motivate and encourage oneself, to define strategies for self-development, to activate creative abilities, and to engage in innovative processes. improvement of skills and qualifications, in short, it is necessary to focus on creating favorable conditions for scientific and methodical support of continuous professional development.

"On the one hand, the pedagogue should be ready for continuous development and improvement of his qualifications, and on the other hand, conditions should be created by the society to realize the need for the continuous study and development of the pedagogue," they express their opinion.

Analyzing the research work of theoretical scientists, in our opinion, the main goal of developing the professional activity of teachers through professional development is to become a pedagogue who moves in line with the demands of the times. they should have skills: in our opinion, pedagogues should be able to independently seek results, try to fill the gaps in their professional activities, have the potential to learn modern interactive methods, master modern information technologies and learn digital technologies. They should develop their competence in their professional activities by developing the ability to learn, constantly working on themselves, and self-control, as well as determination and willpower. At a time when education is developing in the Republic of Uzbekistan, using the educational system of developed foreign countries, several forms of advanced training courses for general secondary education pedagogues are being introduced:

Courses separated from production:

- ✓ Monthly courses related to various professional activities:
- ✓ Annual courses without separation from production:
- ✓ Full-time, part-time courses:
- ✓ Short-term courses:
- ✓ Targeted courses:
- ✓ Distance courses:
- ✓ Short-term courses at the School of Young Teachers:
- ✓ Vocational school short-term courses:
- ✓ Methodist school short-term courses:
- ✓ Training school short-term courses
- ✓ "Young literates" for ICT

Advanced pedagogical courses:

- There are forms such as continuing professional education. In order to develop his professional activity, a modern pedagogue can certainly improve his qualifications not in 144-hour training courses, but in any one he wants based on his ability and desire.

In our opinion, today there are several advantages in the "Continuous Professional Development" platform of the A.Avlony Scientific Research Institute for Studying the Problems of Public Education and Defining the Prospects, as well as in the courses for improving the qualifications of teachers and developing their professional activity. Continuous professional development courses: pedagogic staff can study without leaving work, distance, without travel expenses and spending time apart, first by studying and then performing the task, together with having information related to their specialty, more having the ability to download, having studied various modern methods in detail, having the ability to copy and re-watch videos in the form of video content related to their direction at any time, or The existence of several opportunities if you do not get enough points in the performance of control questions, and after completing all the tasks of the platform, you will receive a certificate of completion, continuous continuous education "Lifelong learning" " has advantages such as working on oneself.

The "Continuous Professional Development" platform, as well as teacher training courses and professional activity development courses, have a number of advantages as well as their own disadvantages. These shortcomings are: the insufficient level of information technology literacy of the teaching staff, the lack of Internet networks in long-distance (provincial, district, rural) general secondary schools, even if they do not work well, the continuous professional development of the teaching staff not knowing the winter procedure, getting a certificate quickly without studying, not being able to participate in live classes in his specialty and not being able to ask questions in areas he does not understand, using interactive methods live with other listeners may not be able to perform, especially for young teachers, their professional activity may not be fully developed.

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Summing up from the above, all forms of training have their own difficulties, advantages and disadvantages. In order to eliminate these shortcomings, it is determined to plan a number of measures for the further development of the professional activity of teachers through training and after training in modern education, and to implement them in cooperation.

In our opinion, based on the above goals, several measures will be planned based on the above goals, in order to develop the professional activity of primary education teachers, who are the foundation of our future, by considering the work of researchers. A teacher of primary education should implement plans in the following areas in the development of his professional activity through professional development:

- skill schools organized in schools today are the main factor in improving the professional skills of teachers:
- educational seminars and training seminars organized in schools are a reason to work tirelessly on oneself and stay up-to-date with the latest news:
- Implementation of the "Master Apprentice" system for primary education:
- to establish the rational use of ICT in the professional development of primary education teachers:
- implementation of the work process based on creativity in the professional development of the primary education teacher:
- formation of the qualities of professional competence in the development of the professional activity of the primary education teacher:
- to know the effective use of modern interactive and innovative technologies in the professional

development of the primary education teacher:

- to regularly work in accordance with the regulatory and legal requirements of professional activity:
- it is necessary to implement processes such as acquiring high pedagogical skills in the professional development of primary education teachers.

In our conducted researches, it was determined that the systematic and functional model of the formation of the professional activity of primary education teachers through professional development should solve three tasks: clarifying the goals and tasks of the professional development process: defining the principles of professional development: technologies and processes of professional development and project the expected outcome. (Figure 1)

Conclusion

In conclusion, one of the main tasks of the educational system in order to develop the professional activity of primary education teachers is the introduction of new educational technologies, informatization of education, access to international global communication networks.

NOTES

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