

“THEORETICAL-PEDAGOGICAL ANALYSIS OF PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS”

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ABSTRACT:

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In this article, the existence of an acmeological position characteristic of a pedagogue for the professional development of teachers his personal activity), flexibility (the ability to use the conditions of the surrounding reality for personal development), the desire to realize one's potential in society, the specific features of self-awareness and readiness to further improve one's professional activity through self-management and improvement of methodical training are revealed.

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In today's market conditions, withstanding the strong competition that dominates the labor market requires every specialist to possess and consistently improve professional competence.

The concept of competence has entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional and unexpected situations, enters into dialogue, takes a new approach in interactions with opponents, performs ambiguous tasks, uses conflicting information, and has a plan of action in continuously developing and complex processes."

In this regard, the tasks set out in the Resolution of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019 "On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" are of great importance.

Educational reforms are carried out on the basis of the principles of state policy in the field of higher education. The educational process in higher education is expressed in its content, aimed at fulfilling the task of forming the personality of a future specialist. The main criterion determining the need for improving the methodological training and professional development of teachers is the goal set for a person, to achieve which it is necessary to set tasks, plan the activities to be organized in advance, select and design implementation guidelines, and coordinate the goal and result.

Therefore, each teacher's self-professional development is based to a certain extent on his or her own worldview, thinking, imagination and existing knowledge, as well as personal and professional needs. The needs formed in teachers in the direction of self-professional development should stem from the needs of the state and society. If the need for improving methodological training and self-professional development is sufficiently formed, teachers will develop an interest in learning about innovations in their profession and scientific and technical achievements, which in turn will serve to form independent learning skills in teachers, that is, independent learning and self-development, thereby improving teachers' methodological training.

At the same time, it forms the skills of teachers to achieve certain positive results in their work, gain respect in the teaching community, and develop self-management and self-development. Also, one of the important tools in the process of improving the methodological preparation of teachers is the need for success, which serves to achieve the desired results by responsibly fulfilling a certain task - the need for self-professional development of the teacher.



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One of the important factors for teachers' self-professional development is the presence of an acmeological position characteristic of a teacher (his or her personal activity), flexibility (the ability to use the conditions of the surrounding reality for personal development), the desire to realize one's potential in society, self-awareness, and also the readiness to further improve one's professional activity through self-management.

In the development of a subject of professional activity, such tendencies as subjectivity, the qualification of a specialist and his personal maturity are distinguished. A teacher achieves the development of professionalism by mastering the stages and levels of professional development (self-determination, adaptation, self-expression, self-awareness)

Teachers are influenced by external and internal conditions in their professional self-development (the teacher's own abilities and inclinations, the characteristics of the environment - family, professional, self-awareness characteristics and reflective competence). It is important for primary school teachers to systematically and consistently implement the following tasks for improving methodological training and professional development, based on their professional needs:

- striving for self-development;
- striving to acquire life and professional experience;
- having a high level of preparation and motivation for teaching; – organizing professional activities on the basis of an innovative approach and applying the necessary knowledge, skills and qualifications in practice to improve the teaching process.

The main thing is that the teacher's continuous professional development and, on this basis, the improvement of his professional and methodological training can be achieved. The need for self-professional development is determined, on the one hand, by the specific nature of teaching, its social role, and, on the other hand, by the principle of "lifelong learning", which is associated with the constantly changing conditions of pedagogical activity.

Self-development is based on the principles of continuity, universality, purposefulness, integrativity, generality, individualization, interdependence and permanence, the continuity of the transition from a lower level to a higher level, variability. We concluded that it is necessary to take into account the development of the following components of professional development in teachers:

- development of management, technological methods and techniques in pedagogical activity;
- design, organization and implementation of each specific type of pedagogical activity;



- design and implementation of pedagogical technologies that logically complement the teaching process;
- taking into account the educational needs and level of knowledge of students when advancing pedagogical issues;
- assessment and accounting of the results of students' activities;
- development of student motivation;
- formation of relationships with students in the educational process;
- ability to foresee the educational needs of students and the requirements of society;
- determination of the prospects for the formation of professional competence and its implementation; – creation of a methodological system for effective student education and achievement of results.

Based on the above, the following are proposed to reform the process of professional development of teachers:

- develop programs of targeted and problem-based courses based on the development goals of the schools in which teachers operate and their needs for professional development;
- organizing classes to develop students' motivation for learning, to develop their reading activity and level of knowledge, taking into account their individual, psychological characteristics;
- conducting didactic trainings to ensure that teachers organize the educational process in accordance with the requirements of the state educational standard;
- organizing practical training sessions for teachers to develop assignments based on research requirements in preparation for international research.

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