



 Research Article

## IMPROVING THE PROFESSIONAL SKILLS AND PROFESSIONAL DEVELOPMENT SYSTEM OF TEACHERS

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### ABSTRACT

This article presents information about the system of retraining and professional development of pedagogical personnel based on the diagnosis of professional skills of teachers, improving their creative capabilities, personal qualities and professional knowledge, skills and qualifications, improving the quality of education of students, as well as scientific and pedagogical foundations.

### KEYWORDS

Diagnosis, integrity, system, stratification, skills, qualifications, intellectual, continuous, personnel, component, method, motive, methodological, general-demographic, psychological, didactic, reflexive.

### INTRODUCTION

For the past 30 years after the independence of the Republic of Uzbekistan, major changes were made in the system of state government, socio-economic, political and spiritual spheres. Also in the field of Education, a number of updates are being carried out and reforms are being developed aimed at the formation of a harmonious generation. In the current process of globalization, it is important to analyze the meaning and essence of events and phenomena occurring in the world, ideological contradictions, to

form historical thinking in order to protect young people from various alien ideas. An in-depth study of the history of the newest period of Uzbekistan in higher education institutions is important in the development of society for the correct and complete understanding of the policy of the young specialists of today's era, their place in the world community, the heroes of the era, especially in the conditions of today's updated Uzbekistan, that he Due to the changes in the educational sphere of our country, the



years of independence, the training of personnel in our country has risen to a qualitatively new level. Especially under the idea of «renewed Uzbekistan – a new worldview», the changes that are taking place today also do not bypass the educational system. An example of this is the adoption of the concept of Higher Education Development in Uzbekistan until 2030, the establishment of interaction with prestigious higher education institutions through joint programs, the opening of branches of the world's leading higher education institutions in Uzbekistan, the work carried out to increase the prestige of the Republican higher education system in international rankings and indices. Due to the demand for qualified personnel, today a new revision of the education law has been adopted. In it, the years of independence in our country are undergoing changes in this system with a critical analysis of the reforms carried out in the field of education and some shortcomings and defects in it. Measures have been developed to improve the quality of education in higher education institutions. Science is underway from the path of optimization[1, 4].

During the years of independence, many educational institutions in our country were newly built, repaired, and equipped with the most modern educational equipment. The work in this regard is still going on rapidly today, the education of young people with independent thinking, intellectually developed, who have their own worldview remains as urgent as ever. In particular, the rapid development of the world, the development of the events taking place in it, requires a new approach to the educational process, as well as the implementation of innovations in all areas. First of all, this can be seen in the problems related to the regular improvement of the level of teachers-pedagogues, where ensuring the quality of education is the most important, and the introduction of the most modern and advanced information and educational

technologies into the process. In order to organize this process, which is relevant for all institutions of the continuing education system, in accordance with the requirements of the time, new procedures should be developed in order to create conditions for teachers and pedagogues. If the term "qualification improvement" is used as a word representing the existing system, it is used in the international experience in the sense of "professional development" [2, 248].

Educational reform has transcribed the task of forming a new thinker, an inquisitive, creative educator who can find the right path in the fierce information flow of our century, make use of information in the education and education of the younger generation, vocational studies. The importance of this work was that pedagogical experience showed that no matter how much innovation is introduced into the content of education, no matter how perfect programs, textbooks and educational standards are created, their introduction into the educational process depends on the personality of the teacher and pedagogical skills. As long as what is the main focus on in the process of qualification or what is its purpose? In our opinion: - to familiarize each educator with the latest news in his specialty, as well as improve his personal qualities and professional skills; - to develop skills to practice innovations so that professional-pedagogical activity is at a high level; - to educate in educators a sense of thirst for news and constant independent reading; - Organization of educational process and professional development on the basis of advanced pedagogical technologies; - improvement of professional development of pedagogical personnel improving the professional skills of employees engaged in this field; - improvement of their training in understanding the features of adult education, the laws of education is also important. Making changes to the process based



on a constant analysis of the results of professional development. Thus, the system of retraining and professional development of pedagogical personnel is to improve their creative capabilities, personal qualities and professional knowledge, skills and competencies, achieving the improvement of the quality of education of students. Reforming the system of training and retraining pedagogical personnel on the basis of the requirements of educational reform is a rather complex problem. It can be reconstructed on the principle of continuity. In it: - to build it on a democratic and humanistic basis on the basis of the human factor; - to take into account the link and difference between the basic (base) education and professional development of educators; - to ensure the mutual continuity of work on oneself independently with the state-organized qualification courses; - to study the needs of educators and coordinate their subjective capabilities with social requirements; - to determine the content and form, methods, duration based on the stratification and individualization of; - development of a system inextricably linked with material and spiritual stimulation of attestation; - ensuring the interconnection of state and non-state, social, independently organized forms of Professional Development; - organization for the system of professional development and retraining on the basis of taking into account the features of adult pedagogy, age of educators, motives of activity, personal qualities; - competition of state and non-state institutions in; - on the basis of professional development, it is necessary to develop norms for determining the changes that educators will have in their professional activities and personal qualities.

Retraining and professional development is a social process with a fundamental essence, in which the professional - lecturer enters into a multilateral relationship with a person, a methodologist,

colleagues in the group. It compares itself with the acquisition of certain knowledge, skills and competencies under the influence of relationships, as well as a number of personal qualities, in terms of chunanchi, communication, attitude towards others, their understanding. From this, we believe that since analytical activity is determining in the continuous improvement of the pedagogical skills of the teacher, it will be appropriate to also look at it as a subject of professional development. It is considered extremely important for the teacher to determine the connection between them at the level of achievements of pedagogical science, analyzing his analytical activity scientifically and theoretically on the basis of the requirements of educational reform. It is necessary that the teacher, on the basis of analysis, study and apply the results of scientific and technological achievements, pedagogical research in the course and post-course work in order to prevent the inconsistency of education and education with the requirements of reform. At the same time, the system of methodological work in the workplace as well as the effective organization of independent knowledge acquisition is also a sign. Hence, it can be seen that the teacher's activity in the course, along with the definition of the content of the course classes, is aimed at improving the only idea-education and one's own personality, forming the basis of the connection between them. In turn, the integrity and interdependence of these three components constitute the content of professional development.

Methodological work assumes the conditions for their solution in the theoretical and scientific direction of professional development. Thus, if the practical activity of the teacher is the source of the emergence of problems in it, pedagogical theories create conditions for their practical solution (application). Based on the harmony of theory with practice in the



fact that each teacher solves for himself the necessary educational problems (depending on the need for his activity), they are a source of activation of the pedagogical activity of the teacher. In turn, these perform a methodological fundamental role in solving educational and educational, professional development, and it is also necessary that the teacher, along with quality teaching, instill the idea of independence in young people, educate them as fiery folk, patriotic. This goal becomes a reality through the activities of the teacher. Therefore, in the activities of listeners and professional development organizers, it is necessary to break the habit of overestimating the teacher to himself, such as thirst for knowledge, striving for innovation, "I know everything", to strengthen his confidence in the benefits of constant study, learning, professional development. The activity of a person, regardless of any character and form, is realized on the basis of a certain inner aspiration, desire, inclination, that is, motive, as a result of the realization of one or another goal. Thus, the main goal of the system for improving professional skills of pedagogical personnel is not only the improvement of the activity and personality of the teacher, but it is important to form in it a mutual proportionality between the implementation of the growing demands of society on education and personal training. The content, forms and methods of education in professional development, the criterion for its organization are the knowledge, skills and qualifications and personal qualities of its listeners, which are expressed in their pedagogical skills. It is these two interconnected professional signs that are decisive in the work of the teacher. Stratification in each aspect of continuous education is not associated with hoxish, but with the implementation of measures based on need. First of all, it is related to the training of teachers who introduce methodological, universal,

psychological and didactic aspects and these into the educational process. Having developed its scientific basis, if the teachers do not prepare for it, then again our head will not come out of a mediocre approach.

Teachers working in the training system emphasize that there are always three types of trainees in groups: strong, average and low-skilled. If the teacher chooses the content of the educational material based on the principle of equalization, relying on the strong listener, the interest of the weak listener in this and other subjects will decrease. If a teacher relies on a low-skilled audience, high- and medium-skilled teachers will lose interest in in-service training. Therefore, it is necessary to abandon the principle of average approach and take into account the real individual characteristics of students [3, 248].

In the national personnel training program, as one of the most basic stages of the continuous education system, the stage of personnel qualification improvement and their retraining is presented, and in the process of reforming the educational system, it is a necessary and sufficient condition for the participants in the process of qualification improvement and retraining of pedagogues. - the main purpose of creating the conditions is to be comprehensively developed, adaptable to renewal and development processes, having a high spiritual and pedagogical culture, creative and social activity, independent thinking and innovative activity skills in social and political life, is to educate a teacher who feels his responsibility to society, state and family. Based on the changes and innovations implemented in a short period of time in the process of reforming the education system, the modern requirements set for the pedagogic staff understand the meaning and importance of the decisions made by the government on education and youth, and promote who does; who knows his subject in depth, pays special attention to





increasing the subjectivity and activity of students in pedagogical processes; have the skills to work in a cooperative based on mutual friendly relations; students who have the necessary knowledge, skills and abilities in the directions of organizing and managing pedagogical processes, forming and coordinating the cooperation of students and pedagogues, motivating in pedagogical processes, forming a reflexive educational environment based on the organization of reflexive activity processes requires the formation of the teacher's personality. While this is the case, the majority of teachers of educational institutions believe that the main tasks of the teacher in the organization and management of pedagogical processes are to organize and control the educational process on a scientific basis, to provide students with the necessary information on the topic that is planned to be studied in the educational process [4, 6-7].

Skill development and retraining is a scientific theoretical and practical preparatory process, which consists in familiarizing each employee with the latest science achievements, innovations in his specialty, mastering them, studying new practical methods of work, advanced work experience. The periodicity of Skill Development and kayta training is different for different specialists and management personnel and is held for 1st time in 2-5 years, if necessary, for shorter periods. Training and retraining is carried out in universities, training institutes and training centers with the right to professional retraining. This process can be separated from production, partially separated and undivided. Its form qualification is determined by the educational institution, taking into account the complexity of the educational program and in accordance with the needs of the buyer on the basis of his contract with it. The duration of qualification and retraining varies and is determined in accordance with the goals and objectives set in each case. Skill

development and retraining create the necessary conditions for the audience to master educational programs through the targeted organization of the educational process, application of the form, methods, technology of Education. These programs are developed, approved and implemented by educational institutions, taking into account the requirements of the customer, as well as the state requirements for the content of additional vocational training programs. The process of Professional Training and retraining of specialists is completed by the final state attestation. The procedure for conducting attestation is determined by the relevant government bodies for the management of Education. Listeners who have completed all the requirements of the training plan, successfully passed the final state attestation, receive a diploma or certificate of a specified sample of training and retraining. [5]

Teachers should create opportunities for a differentiated and individual approach to students by instilling knowledge, skills and abilities that match the life needs of students into their activities. The advantages of this approach are as follows. The innovative methods and methods used by the teacher, according to their general didactic importance, are a model of action based on the cooperation of the subjects of the educational process. The following can be indicated as components of this model: the purpose of the educational process defined by the teacher; teacher's activities aimed at managing the educational situation; didactic tools that serve to implement the teacher's activities aimed at managing the educational process; the goals of the students adapted to the educational process and educational activities; individual and collaborative activities of students; didactic tools that support educational activities; relations of students with educational materials; such as students' communication with each other and the



teacher. Relying on the trend of society's development, values, goals and development laws of education, requirements for the system of continuous professional development of teachers, harmonization and globalization in the conditions of innovative updates, require turning to more universal principles in the management of education. Also, in the conditions of modernized education, it is necessary to promote scientific approaches to the development of professional competence of teachers based on certain principles. These principles consist of the following: - the principle of taking into account the mutual movement of regularity and irregularity in the development of pedagogical processes, the demand for a new approach to the issue if the direction of regular development implies the correction of the stimulation of multi-level innovative processes; - the principle of increasing the systematic, scientific essence of conceptual knowledge in all types of human activity; - the leadership principle of foresight and prediction in the development of the professional competence of teachers in modernized educational conditions, which is recognized as valuable compromise and valuable aspiration. In short, ensuring the continuity of the training system in the organization of the modern education process is one of the important issues facing us today. Formation of innovative activities and process optimization and intensification goals in the development of teacher's professional competence require the establishment of a continuous training system [6, 29-30].

The effectiveness of the qualification process will depend on the requirements imposed on them. If such conditions are created in all educational institutions, then as a result, by integrating the processes of professional development and attestation of pedagogical personnel and the provision of qualification categories for them, the motivation for

constant professional development in pedagogical personnel increased, the state of Skill Development based on accumulative units and repetition of exactly the same activity in preparation for attestation is obtained, Diversification of the system of professional development when the above task is carried out, the tasks of professional development for education of the state and society, the achievement of basing on the proposals and needs of customers and management, pedagogical and specialist personnel, the development of professional competence of teacher-pedagogical personnel, increasing motivation in them, strengthening the role of monitoring in, in educational institutions, it is achieved to ensure the quality of the educational process and ensure economic efficiency.

It is necessary to develop level-dimensions to improve the skills of teachers. It is necessary to switch to incentive factors that have a positive effect on the personal and motivational aspects of teachers.

It is impossible to determine the basic system of knowledge that teachers who come to improve skills need to know. In addition, this knowledge cannot even be taught to teachers. Because time is limited. Therefore, it is necessary to strengthen the cognitive abilities of the teacher, which are of particular importance in the education of the student.

Suggestions for teacher retraining:

- stratification of teachers according to age, level of knowledge; scientific and practical preparation of them for teaching students on the basis of modern methodology;
- introducing teachers to past educational methods;
- introduction of teachers to universal education;
- ensuring teacher creativity;
- orientation of teachers to continuously and inextricably increase their scientific and methodological level after training;



- creation of modern methods for improving the culture of communication of teachers with students;
- arm teachers in the educational process with scientific and practical recommendations aimed at the use of religious and secular knowledge; increase the activity of young and experienced teachers[7, 8-9].

The peculiarity of pedagogical knowledge is that it is enriched by the teacher's personal attitude towards him, passing through the peculiarities of his worldview, experience, thinking. Knowledge lays a solid foundation for the development and formation of pedagogical skills and skills, without which the dynamics and effectiveness of pedagogical activity are impossible. Skills and competencies are methods of applying knowledge in practice, it is clear that they are expressed in the module of the objectively necessary qualities of the teacher. The teacher is professional enough to be able to effectively apply general scientific, scientific, psychological, pedagogical and universal knowledge in his practical activities. The range of professional-pedagogical skills and qualifications is diverse. Thus, more than two thousand qualifications are updated in professional and pedagogical activities. On the basis of all the variety of skills, common labor skills lie: the ability to realize the goals of activity, plan future activities and self-control during it. Cognitive abilities needed in any type of activity include memorization, comparison, analysis, prediction, foresight. Summarizing the above considerations, we are guided by the continuous updating of professional knowledge, skills and skills of Educators of educational institutions, ensuring the integration of the educational process with science and production, the introduction of alternative forms of professional development into the educational process, the introduction of a differentiated level of

content of educational programs serves the effectiveness of professional development processes.

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