



## DIDACTIC ASPECTS OF ENHANCING TEACHERS' PEDAGOGICAL ABILITIES IN THE PROCESS OF INDEPENDENT PROFESSIONAL DEVELOPMENT

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**Abstract:** This article discusses the model of a modern teacher, which emphasizes embracing new educational ideas, the ability to continuously learn, broadening one's worldview, and engaging in constant creative exploration through ongoing research and self-development. Furthermore, the paper expresses views on the main goal of a teacher's self-development and independent professional growth, which is to achieve the desired level of professional competence.

**Keywords:** Education, professional development, professional activity, pedagogical skills, intellectual development, higher education, monitoring.

**Аннотация:** В этой статье модель современного учителя побуждает к новым образовательным идеям, способности к постоянному обучению, широте своего мировоззрения, постоянному творческому поиску в постоянном поиске и саморазвитии. Поэтому были высказаны мнения о том, что основной целью саморазвития и самостоятельного повышения квалификации учителя является достижение желаемого уровня профессиональной квалификации.

**Ключевые слова:** образование, повышение квалификации, профессиональная деятельность, педагогическое мастерство, интеллектуальное развитие, высшее образование, мониторинг.

**Annotatsiya:** Ushbu maqolada zamonaviy o'qituvchining modeli yangi ta'lim g'oyalarini, doimiy o'rganish qobiliyatini, o'zining dunyoqarashini kengligini, muntazam izlanish va o'zini rivojlantirishda doimiy ijodiy izlanishda bo'lishga undashi. Shuning uchun o'qituvchining o'z-o'zini rivojlantirish va mustaqil malaka oshirishining asosiy maqsadi kasbiy malakaning istalgan darajasiga erishishi yuzasidan fikr-mulohazalar bildirilgan.

**Kalit so'zlar:** Ta'lim, malaka oshirish, kasbiy faoliyat, pedagogik mahorat, intellektual rivojlanish, oliy ta'lim, monitoring.

**Introduction.** Among the extensive development efforts being carried out in our republic to advance the education system to a modern level, expanding the use of the most advanced forms and methods, as well as modern innovations in the educational process, holds a special place.

The current stage of educational system development requires teachers to continuously fulfill their educational and professional needs through independent professional development. Continuous education cannot be fully implemented using only the resources of the traditional education system; rather, the increasing share of continuous education and professional development activities determines the teacher's independent professional development efforts.

**Review of the literature on the topic.** According to I. Klimenko, independent professional development is

a path to improving intelligence, developing pedagogical abilities, and pedagogical skills.

I. Ganchenko concluded that independent professional development is a system of intellectual and ideological self-education that cultivates consciousness and worldview, requires self-improvement through self-development, but does not set them as goals [46].

It is known that previously, teachers did not care about the need for independent continuous professional development, as the traditional system of professional development education allowed them to reach the level of necessary readiness for professional activity once every five years. Therefore, there are insufficient qualifications for independent work in the field of professional retraining and professional development. In the era of globalization, along with the renewal and change of requirements for the teacher's personality, which is considered the main subject of the educational process, there is a need to radically change the views on the modern teacher. The need to develop the readiness of a teacher with pedagogical skills for independent continuous professional development has risen to the level of state policy, significantly actualizing the activities of teachers aimed at self-development.

Among innovations in the field of education, interactive learning has its own positive qualities and is being implemented in practice by teachers of various disciplines. To date, numerous works have been published on interactive methods and their application. Nevertheless, it is known that there are a number of scientific-theoretical, methodological, and practical problems that need to be solved.

In education, the hero of today is a modern teacher. The model of a modern teacher encourages new educational ideas, the ability to constantly learn, the breadth of one's worldview, constant creative search for constant research and self-development. Therefore, the primary goal of a teacher's self-development and independent professional development is to achieve the desired level of professional competence.

Researcher D. Ashurova, in her scientific research, calls higher education teachers "students-teachers who shape certain knowledge and skills in students" and at the same time, "in order for the knowledge that the teacher passes on to students to be relevant, he himself constantly expands and updates the scope of knowledge" [25, p. 33].

Independent professional development is a continuous process of improving professionally significant qualities under the influence of external influences, professional activity, and personal actions expressed in self-development and self-awareness in a teacher's work.

Independent learning becomes a reality and a necessity in modern society, characterized by the rapid development of science and technology, the creation of new information technologies that fundamentally change people's lives.

The teacher's competence includes the implementation of training and upbringing of students, the effective use of modern educational technologies, including information and communication, educational and methodological, internet, and other resources, as well as continuous professional and intellectual self-development.

**Research Methodology.** The teacher's creativity and independent professional development are manifested through the identification of individual paths for professional growth and the creation of a program for self-development. We can divide it into different levels:

- basic interactions with the audience;
- Optimization of activities in the audience;
- the teacher's innovative position when using the creative possibilities of live communication;
- the highest level of creativity, characterized by complete independence and autonomy, reflecting the creative individuality of the teacher and the individual characteristics of the students, etc.

Based on the above, it can be said that a higher education teacher must motivate themselves to creativity as a teacher, develop independent skills, and also constantly motivate themselves, as the timely neglect of pedagogical creativity in a certain sense leads to the teacher's sedentarization. The stages of independent professional development are linked to the emergence of pedagogical thinking, its implementation is time-consuming, and requires a rapid transition from one level to another. As a result of our research, we can say that neglecting or delaying the teacher's creative search, regular work on themselves, and self-development negatively affects the acquisition of knowledge, skills, and abilities by future teachers, coaches, and students, particularly their future independent work, and their place in life.

Professional competence of a teacher is an important condition for improving the quality of education in

higher education

M. Mirsolieva emphasizes that adult education (andragogical education) is organized not based on age indicators of the individual, but based on the level of activity and mastery of cognitive processes, which serve to develop their professional, economic, social, and personal competence. He also believes that professional development processes should be implemented as an official form of andragogical education in the following content:

- the development of a specialist as a full-fledged object of innovative processes in higher education;
- defining the personal and life position of an adult educator as an active participant in social processes, relying on existing societal demands and universal values;
- setting educational goals based on the needs and interests of the group of students;
  - creating conditions for adults to adapt to the requirements of an innovative educational environment;
  - creating a "creative space" in a positive mood for exchanging existing work experience, creating new ideas and initiatives;
- it is advisable to focus on the integration of education, science, and production, which determines the effectiveness of education [101, p. 57].

If the monitoring of a higher education institution is transferred to a new paradigm that ensures targeted, continuous, personalized improvement of the teacher's professional competence and contributes to its transition to a self-regulatory process, then an increase in the quality and effectiveness of education can be achieved. Human resources are the core of any educational institution. No matter how high the level of science, no matter how technically re-equipped the education system is, the teacher's pedagogical skills have become and will remain the most important factor. The quality of educational services depends on the professional level of teaching staff.

- Within the framework of developing teachers' pedagogical abilities and professional competence, it is important to use the following information technologies:
  - online and offline interactive video lectures and classes (in addition, methodological materials posted on special websites and internet networks, information and educational portals, practical assignments);
  - organization of interactive consultations, consulting services, conferences (by creating and implementing a unified information and educational portal that summarizes the areas);
  - Real-time live broadcasting of open lessons from leading teachers of higher education institutions (using Zoom, Microsoft Teams, and other programs) [156].

The essence of independent professional development is the realization of the teacher's cognitive activity and their need for self-development through continuous professional development.

**Analysis and results.** Independent work with scientific and methodological literature, effective use of mass media, social networks, the internet, and activities aimed at mutual exchange of experience create the best opportunities to meet individual educational needs.

Independent professional development is aimed at expanding and deepening professional knowledge and skills, enhancing the level of preparation for acquiring the status of a mature specialist in their field.

Self-development as a teacher's continuous activity

- research work on a specific problem;
- access to various sources and libraries, including the study of databases, scientific-methodological and educational literature related to the field;
- participation in lectures by colleagues, exchange of mutual experience, study of best practices, exchange of views on the content of training, teaching methods;
- participation in various events, meetings, trainings, various training courses, conferences, providing for independent self-development and satisfaction of needs on a voluntary basis;
- the ability to demonstrate to the general public the results and methodology of their innovative ideas in practice;
- expanding the scope of activity based on their experimental experience.

Based on the above and analytical data, it was concluded that there are obstacles to the independent professional development and development of pedagogical abilities of teachers working in higher education institutions today, as well as the development of qualified, competent, and mature specialists.

The problem of properly organizing independent professional development for teachers in higher education

institutions has not yet been resolved. Despite the fact that opportunities have been created for managers and teaching staff of higher education institutions to cooperate with the Main Scientific and Methodological Center (GSMC), research institutions, the Academy of Sciences, industry research institutes, centers, and laboratories, the need to implement important tasks such as adapting the teaching and methodological and information support of the higher education system to modern requirements, systematically updating the material and technical base, improving the qualifications of pedagogical and scientific personnel, applying distance learning methods, forms of self-education, expanding the range of programs that [56,51-b.].

At the end of the 20 th and beginning of the 21st centuries, books, special radio broadcasts and programs, the viewing of various documentary films related to the field, conversations, discussions, scientific and practical conferences, and mutual observation of lessons were considered the main sources for teachers' independent learning and self-development, improvement, and further development of their pedagogical abilities in the field of education. However, in today's conditions of globalization and innovation, it can be seen that the demand for the aforementioned sources is declining. Based on the fundamental reforms being implemented in the world to improve the higher education system, a number of measures are being taken to improve the material and technical base of educational institutions based on modern requirements, improve information resources using interactive methods, the global Internet, social networks, and the rational and effective use of innovations being created. The main task in reforming the higher education system of our republic is to master and implement information and communication technologies, multimedia systems, and innovative technologies, as well as to continuously improve their professional skills and scientific and pedagogical activities. The opportunities created for teachers to improve their qualifications are fundamentally different from the previous ones, which implies their organization taking into account their needs.

Researcher A.Djurayev has clear knowledge about the cognitive barriers that prevent the implementation of innovative activities in the higher education system, i.e. incomplete understanding of the content and essence of news, the rules and years of its application to educational practice. noted that non-existence has a negative effect on the subjects of the innovation process [56, p. 56]. Based on the opinion of the researcher, we were convinced that the above factors in the development of teachers' pedagogical abilities also have an impact on the processes of independent professional development. In order for higher education teachers to effectively use the forms of independent training, there is a need for didactic enrichment of this system, educational resources, innovative products, innovative ideas, developments, popularization of best practices and their systematization.

**Conclusions and recommendations.** As a result of our research, we found out that there is a need for a systematized information educational environment in the process of independent professional development of teachers, which includes certain standards, is aimed at the development of pedagogical skills and skills, and includes the necessary resources that allow free access.

Comprehensive improvement of pedagogical skills of teachers is directly related to the process of independent professional development based on needs. Independent education is to determine the individual ways of the teacher's creativity and professional growth and to develop a self-development program, using modern educational technologies, including information and communication, teaching-methodology, the Internet and to be able to use other resources effectively and to constantly develop one's own professional and intellectual development; is the reality and necessity in modern society characterized by its transformation.

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