

PROFESSIONAL DEVELOPMENT AS A FACTOR OF TEACHER'S CONTINUOUS PROFESSIONAL DEVELOPMENT

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Abstract. This article describes teacher training as an important factor in continuing professional development

Keywords: continuous learning, independent learning, content, electronic platform

INTRODUCTION

Pursuant to Presidential Decision No. PD-4963 of 25 January 2021 on measures to support research activities in national education and the introduction of a system of continuous professional development, the introduction of modern principles of personnel policy in the national education system through the introduction of advanced and transparent organizational and legal mechanisms for the professional development of teaching staff. This involves improving the content of teacher training processes on the basis of modern requirements and regularly raising the professional competence of teachers. Much attention is paid to adaptation of the education system of our country to the educational processes of developed countries, ensuring the active participation of our students in international evaluation programmes and the introduction of national educational programmes.

R.J. Ishmukhammedov, M.A. Yuldashev, N.A. Muslimov, N.H. Olimova. In particular, the requirement of the present time is to find a teacher in constant search of innovations in his/her professional activity and to form innovative ideas of modern students. There is a lot of information, but how to get it and how to deliver it, the teacher is not always able to use it correctly in their professional activities [4: 15]. Trainings with the use of modern technologies in the education system are aimed at students' search for the obtained knowledge, their independent study and analysis, assessment of their own knowledge, getting correct conclusions. In this process, the teacher creates conditions for the development, formation, training and education of personality and team, as well as for their work and action in mutual cooperation with classmates (courses) in free thinking. In such an educational process the student becomes a central participant [6: 11]. It is necessary to improve the quality and efficiency of training in the system of professional development and retraining, participation of students to the required level, the level of using new innovative methods. It is necessary to widely introduce foreign experience into the education system, taking into account national peculiarities and regional conditions, to establish contacts on scientific research and literature exchange [5: 212].

The teacher is the main person implementing reforms in education. The quality and effectiveness of the reforms depend on the creativity, activity, curiosity and pedagogical skills of the teacher. One of the urgent tasks is to train teachers who are responsible for organizing the educational

process, who have professional knowledge, methodological skills, who possess advanced pedagogical technologies, who organize lessons on the basis of innovations, and who have high personal qualities. In order to fulfill these tasks a teacher should acquire independent knowledge and upgrade their qualification.

MAIN PART

The aim of in-service training is to broaden the knowledge of managers and teachers in their current position, specialities and teaching methods, to update their theoretical and practical knowledge in the area of pedagogy, psychology, spirituality, national ideals, advanced training is a process of learning and application of experience, improvement of experience, creation of their own best practice. As a result of their consistent work on themselves, their mental outlook expands and their creative abilities develop. The areas of a teacher's professional development are as follows:

1. Self-education and professional development
2. Provider of methodological services in a basic centre
3. Independent training in a school for young professionals
4. Continuing training

Independent education and learning. Taking into account the age and psychological state of the students and based on the characteristics of the subjects, recommendations for teachers have been prepared on how to use pedagogical technologies in the teaching of curriculum subjects and their benefits. On the basis of the recommendations, the teacher's handbook and teaching aids, the teacher independently studies the methods for teaching the subjects in the curriculum and the theoretical material in the subject.

Self-study at methodological support centres. The importance of basic schools in the education system has increased; they have become basic centres providing essentially methodological services. Such centres have been established in all subjects, and teachers use the scientific-methodological complexes of these centres during methodological days, regularly holding scientific-methodological seminars, which provide the experience of experienced methodologists, advanced teachers, scientists and the direct participation of other specialists. Teachers who have conducted workshops in these centres are encouraged to do so. In this centre, the teacher will acquire the knowledge and skills to solve problems arising in the classroom.

Self-study at the Young Professionals' School. Organises a school for young professionals by subject area and academic subjects. Regular thematic, problem-based and targeted training seminars are organised for young professionals. It is desirable to organise scientific-methodological seminars, training sessions and exchange of experience at the school. For this purpose, it is necessary to select creative, inquisitive pedagogical staff in educational institutions, conduct regular work with them, timely encourage their activities financially and morally, create a healthy environment for creative growth in the team. The teacher continually improves his or her qualifications along with independent learning and teaching" (8:81).

Continuous professional development. Continuous professional development trainings are organised in schools, national centres for training regional teachers in new methods, non-state educational institutions and pedagogical institutes. The main organizational form of continuous professional development in schools is continuous independent professional development of teaching staff individually on the basis of a personal programme (work plan). Schools organise scientific-methodological seminars and training sessions using advanced pedagogical technologies, as well as the exchange of experience. The mentor-pupil system will be improved. The deputy head teacher of the school and the heads of methodological associations also study the activities of teachers according to the work plan of their heads, which will be available when organising educational and pedagogical activities, identify shortcomings and problems and provide practical and methodological assistance in eliminating them.

Training of regional educators in new methods at the national centres. Training is organised at the regional national centres in both traditional and online forms. Professional diagnostics of the teacher's work consists of determining the theoretical knowledge, practical work skills and qualifications that he/she needs to acquire and apply in his/her work in order to achieve better results. For this purpose, the level of preparedness of the components of the educator's professional work is determined and conclusions are drawn. The process of professional development of national education staff was transformed into a system of continuous professional development based on the "Lifelong learning" principle and a credit-module system was introduced. Organization of a system of continuous professional development of national education staff, monitoring of the professional development processes of each employee. A special electronic platform "Continuing Vocational Education" was launched, which provides the opportunity to set up and maintain a personal account. The professional development system has decided to organise the training process based on the goals, objectives and content of education, retraining of managerial and teaching staff, and continuous updating of educational programmes based on innovative approaches.

According to him:

- The training needs of public education employees are studied;
- An electronic portfolio of each public education staff member is created and includes information on the staff member's individual trajectory, professional development outcomes and training programmes mastered;
- The practice of training public education employees in differentiated training programmes corresponding to their qualifications, knowledge, scientific and pedagogical potential, work experience, psychological training and individual trajectory of professional development;
- Integrated, online and other types of vocational training will be introduced in addition to traditional training, conducted together with the work process.

For traditional and online forms of training for public education employees:

- A 36-hour programme and a working curriculum will be created based on the aims and objectives of a continuous professional development course for each subject.

For each subject, content is prepared, the content is shaped based on the state requirements for teaching staff, viz:

1. Development of teachers' communication skills
2. ICT and media literacy
3. Continuing professional development issues;
4. Pedagogical responsibility and flexibility
5. Issues of implementation of inclusive education
6. Science news, current issues in science teaching
7. Methods and tools for assessing students' competencies.

In cooperation with professors and lecturers of the National Teacher Training Centre of Navoi region the content for online organization of professional development courses for biology teachers was prepared. 36 topics for 7 modules were selected based on above-mentioned state requirements. For each topic: video lesson, thematic lecture, thematic test, glossary, thematic presentation, control task for topic mastering, content consisting of basic and additional literature was prepared and professional development of teachers by them. New methods are placed on electronic training platform of National Research Institute. Biology teachers in the country use this content for their in-service training online.

Below we present the basic curriculum and work plan for the continuous professional development course in biology.

Aims and objectives of the professional development course

Course Objective

The objective of the in-service training course for biology teachers is regular updating of professional knowledge, skills and abilities necessary to improve the effectiveness of the educational process, the development of their professional competencies on the basis of qualification requirements.

Objectives of the in-service training course

Regular studying of the legal and regulatory framework of the organization of socio-economic reforms and educational processes in society; communication skills of a biology student, issues of self and continuous professional development, responsibility and flexibility of a teacher, implementation of inclusive education, international assessment programs, content of biological education, lessons and lessons of effective organization of extracurricular activities provides continuous development of students skills related to the effective use of information

The training process of the course of additional professional education is 36 hours and the classes are conducted through a special e-platform.

BASIC PROGRAMME

T/r	Names of training modules		Total video webinar lessons
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		Total training load (in hours)		
		Total	Webinar	Video lessons
1.	Development of teacher's communication skills	2		2
2.	ICT and media literacy	4	2	2
3.	Continuous professional development issues	4	2	2
4.	Pedagogical responsibility and flexibility	2		2
5.	Issues of introduction of inclusive education	2		2
6.	Professional skills of the teacher, technology and innovation	18	4	14
7.	Methods and tools for evaluating students' competencies	4	2	2
Total:		36	10	26

In this:

- the names of the modules in the training plan, as well as the number of hours allocated to them and the types of training (video lessons and webinars) may not be changed;
- the learning outcomes of the professional development course attendees at the end of the course are assessed by the sum of the credit points accumulated for the training modules;
- a minimum of 18 credits (36 hours) per year are earned by teachers in general education and out-of-school education establishments in the continuing professional development system.

Module content in the curriculum for continuing professional development for teachers in state educational institutions

in the in-service training curriculum for biology teachers

THE CONTENT OF THE MODULES

№		Topics	Hours	
			Webinar	Video lessons
1.	Development of the teacher's communicative skills	1.1. Development of communication skills of the biology teacher		2

2.	Information communication technologies and media literacy in teaching biology	2.1. Use of ICT programs in teaching biology	2	
		2.2. Methods of using electronic textbooks and virtual laboratories in biology classes		2
3.	Continuously professional development issues	3.1. Creating an individual educational trajectory in the development of continuous professional development	2	
		3.2. Ways, methods and means of professional skill development		2
4.	Pedagogical responsibility and flexibility	4.1. Pedagogical responsibility and flexibility		2
5	Issues of introduction of inclusive education	5.1. Issues of introducing inclusive education		2
6	Pedagogical skill, technology and innovation	6.1. Actual tasks facing the field of education	2	
		6.2. Competency-based DTS in Biology. Analysis of biology textbooks		2
		6.3. Advanced foreign experiences in teaching biology		2
		6.4. Pedagogical technologies and creative approach in education		2
		6.5. Forms of education and their coherence.		2
		6.6. Using STEAM approaches in teaching biology		2
		6.7. Methods of solving problems in biology	2	

		6.8. Methods of solving problems in biology		2
		6.9. Methodology of conducting laboratory work in biology classes		2
7	Methods and tools for evaluating students' competencies	7.1. International studies on the assessment of the quality of education	2	
		7.2. Monitoring and evaluation of students' activities in biology classes		2
Total:			10	26 hours

The organization of continuous professional development for teachers reveals the inner harmony of the teacher, forms an understanding of the elegance and beauty of logical reasoning, forms competencies by mastering the concepts of special science. It is necessary and essential to organize continuous professional development based on updated programs and content meeting state requirements, to improve the national education system based on responsible, modern, innovative approaches, with responsible approach to content organization, professional knowledge, methodological skills, technologies There is a growing demand for teachers who know and can organize learning based on innovation. No matter how much the material base, curricula, programmes and complexes are improved in the organization of the continuous professional development system, the achievement of the expected main result, the provision of deep and thorough knowledge, the achievement of quality process of professional development is a specialist who prepares content for direct theoretical and practical training - depends on the creativity, curiosity, qualification, pedagogical skill of the teacher. Any content created should focus on the teacher's interest, desire and need. The quality and effectiveness of continuous professional development depend on the effective independent work of the teacher, independent thinking and thought activity aimed at mastering the learning content. One of the ways to enhance the effectiveness of continuous professional development is the appropriate use of learning multimedia tools. These tools can be effectively used for repeating material, explaining and consolidating new material, performing independent work, conducting webinars, explaining topic content by creating content. The use of content in the organisation of continuing professional development is considered a modern type of professional development, in which it is possible to organise continuing professional development in different ways using computers and to monitor many situations in professional practice. The set of parameters to be monitored in the organisation

of continuous professional development using content is wide, and the following can be pointed out as the main ones:

The teacher will have the opportunity to review the parts they do not understand and the materials they do not understand, when they master the topic organised on the basis of the content independently. At the end of each content, a self-assessment is created for the teacher. Assignments are prepared for teacher self-study and teachers are encouraged to complete these assignments. At the end of the content it is customary to determine the teachers' level of knowledge and acquaint them with the results and provide necessary guidance. In order to determine the knowledge level of each teacher before going through a new topic, a test on the previous topic is conducted, and the concepts that have and have not been mastered are recorded separately. If unlearned concepts are found in the description of the new topic, the teacher is given methodological help about the unlearned concepts [8: 88].

In managing the continuous professional development of teachers the following tasks are solved:

- Knowledge gained through continuing professional development for teachers
- Create an opportunity to properly use the elements of innovative technology in the organisation of work based on;
- To follow up on teachers' activities by managing continuous professional development activities
- Enable them to obtain new information in order to plan their activities properly, to strengthen their theoretical knowledge, practical skills and qualifications through self-study;
- Based on the management of continuing professional development activities, it consists of creating opportunities for teachers to take full control over their professional development activities.
- In addition, online learning is convenient for teachers with young children and older teachers who can upgrade their qualifications by studying content independently on the platform in their own time, without going to training centres.

Teacher training in non-state educational institutions, teacher training institutes are also organised in the same way as in teacher training centres. A teacher can upgrade his/her qualification at any educational institution he/she likes. It is compulsory to upgrade his or her qualifications once a year.

Along with the aforementioned conveniences, we can also acknowledge some problematic aspects of online professional development courses through the platform. They are:

- Biological science is a natural science, observing and conducting experiments and laboratory sessions through the platform;
- There are interruptions in the INTERNET;
- Inability to perform independent tasks in a collaborative way.

CONCLUSION

In conclusion, we can say that innovative activity takes an important place in the process of professional self-development of a teacher. Therefore, a teacher's readiness for innovative activity is considered to be a turning point in this process, an important stage of professional self-development. Stages of teacher's professional self-development:

First stage: the teacher finds his place in the extent to which he is aware that the success of his work depends on the implementation of his personal plans,

second stage: a kind of internal and external professional dialogue - a critical analysis of different options for solving pedagogical problems

the third stage: selection of priorities, compiling the options of one's own authorship on the basis of comparing traditional methods of pedagogical activity with innovative examples, in which innovative examples are expressed in interactive and playful methodological training,

the fourth stage: rejection of established patterns - reflection of own experience, justification and approbation of the methodological pedagogical system of own authorship.

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